



Elizabeth Grove Children's Centre



Quality Improvement Plan

2017



SERVICE DETAILS

Service name:	Elizabeth Grove Children's Centre
Service Approval Number:	1-L9W74
Primary contact at service/Educational Leader and Nominated Supervisor:	Jenny Fox: Director of Education and Care Phone: 82557515 Fax: 82876684 Email: jenny.fox918@schools.sa.edu.au
Physical location of service:	Street: 20 Haynes Street Suburb: Elizabeth Grove State/territory: South Australia Postcode: 5112
Centre telephone: Centre fax: Centre email:	82557515 82876684 Email: dl.2614.leaders@schools.sa.edu.au
Approved Provider	Primary contact: DECD Telephone: 82260536 Fax: 08 82261815 Email: EECSB.NationalQualityFramework@sa.gov.au

OPERATING HOURS

THE CENTRE:

Days	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8:45	8:45	8:45	8:45	8:30		
Closing time	4:00	4:00	4:00	4:00	3:00		

These are the usual hours the centre is actually open. There are occasional times the office/centre is not open such as closure days, in some school holidays and if staff are engaged in professional development.

PRESCHOOL (TERM TIME): From term 2

Days	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8:45	8:45	8:45	8:45	8:30		
Closing time	2:45	2:45	2:45	2:45	11:30		

OCCASIONAL CARE (TERM TIME):

One under twos session and two over twos sessions

Days	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening AM					8:30		
Closing AM					11:30		

ADDITIONAL INFORMATION ABOUT THE SERVICE:

General Information

Elizabeth Grove Children's Centre has a preschool and occasional care program which operate at the same time in different locations in the building. From the beginning of May 2017 the centre is full time and the Preschool Outdoors Learning Area (POLA) project building works commenced which means a range of changes for families, children and staff. Building works will continue for term 2 and will limit regular outdoors play and exploration. Preschool and occasional care operate within the South Australian school terms 40 weeks of the year. The centre aims to open on occasions in school holidays (excepting two weeks over the Christmas and New Year period) for parenting and other programs but this is dependent on staffing and also whether other parts of the campus are open. Staff members who work during the school holidays will usually work off site if there is not sufficient staff present/on campus to deem it safe to work in the centre.

The centre is part of the DECD Allied Health program and has a 0.3 speech pathologist (SP) (vacancy as of term 2), a 0.3 occupational therapist (OT), and there will be a full time Family Services Coordinator (vacant at beginning of term 2) who supports families/children in a range of ways. A current full time Community Development Coordinator provides a range of connections between the centre and the community and supports parenting and other groups on campus. There is a strong connection between the centre and Elizabeth Grove Primary School (EGPS) located next to the centre and limited connections with CAFHS on campus. There is a learning Together DECD funded playgroup on Thursday and Friday mornings operating independently of the centre. Due to the POLA project in term 2 the centre the playgroup operates at the school.

In 2017 educators employed are a full time director, a regular teacher, a regular relief/contract teacher and early childhood workers (ECW's) to support the preschool and children with additional needs and to support occasional care. Where possible the centre utilizes the same staff during the week for continuity of care. Therefore, an ECW may work in occasional care, with children with additional needs and in the preschool. Similarly, teachers who work in the centre part time are offered relief work first for continuity for children and families. A select number of relief teachers and ECW's are used for continuity also.

The EGPS car park at 20 Haynes Street is available for visiting staff and professionals and is open most of the day apart from school arrival and school departure times for safety reasons. There is parking in Haynes Street and surrounding streets for parents /carers and for others when the school gates are locked.

Grouping of children at the service

Preschool operates in several rooms to support children who have additional needs who need a different space for a range of reasons and for children to engage in varied group times. The occasional care operates from two rooms so that the under twos and over twos are in separate areas. Both preschool and occasional care use the two outdoor play areas at varying times but there is limited use during term 2 due to the POLA project. A plan around managing this is in place. Teachers are responsible for specific small groups of children to monitor the learning and progress of children and also for observing and monitoring all children at particular

times. All staff working in preschool support this process. In occasional care the three ECW's support the children's learning and development. On occasions preschool children are divided into smaller groups such as for lunches, snacks and small group literacy times etc. This supports a more personalised, relaxing and supportive environment for children and helps staff develop strong positive relationships with children in their specific learning group.

Occasional care offers one under two-year-old session and two over two-year-old sessions each week during term time on a Friday. Priority is given to those families who are accessing groups on campus and also those with specific needs who live in the local area.

CENTRE PHILOSOPHY

At Elizabeth Grove Children's Centre we are committed to providing quality education and care that is inclusive and respectful of children, families and staff members. We believe that children are capable and curious learners. We value the prior knowledge, skills and experience that they bring to the centre and staff support them to build on from this.

We aim to provide a safe, challenging and enjoyable learning environment where children explore, create, imagine, express ideas, solve problems, take risks and develop dispositions and skills to support them as life-long learners. We believe children learn best through play using open ended learning experiences, exploring the natural environment, creating their own learning and having access to qualified adults to facilitate and guide their learning to maximize their learning potential.

We provide opportunities for children to develop positive relationships with other children and with trusted adults, to become strong in their social and emotional wellbeing and to support a positive sense of identity.

The Early Years Learning Framework is the foundation of our curriculum. The ongoing learning of staff members is important in achieving best outcomes for children and supporting children's ongoing knowledge, skills and dispositions as life-long learners.

Through our culture of continual improvement we are constantly reflecting on what we do to support children and families and how we can ensure high professional standards and high expectations for children's learning outcomes.

We acknowledge the diversity of families and support open and honest communication. We encourage family and community participation in the service and respect the rights of families to have varied levels of involvement. We aim to support parents and caregivers in their parenting and to be responsive to child/family voice. We believe that through joint collaboration with families, the campus and community we can achieve optimum learning outcomes for children.

STRENGTHS

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE

Summary of Strengths

(1.1). All educators, Allied health staff and most non-educators at the site have the opportunity to be involved in the development of the curriculum using the Early Years Learning Framework. Although some staff at times are unable to attend meetings they have the opportunity to provide input. Staff regularly share ideas and reflect daily on the children's learning and interests, how the planning supports children and the effectiveness of planning. The EYLF is the guide for planning, review and documentation/assessment of learning. There is a focus on planning for individual children across the preschool and occasional care. (1.1.1). The play based learning program focussing on dispositional learning and educators and other staff attend planning and review and staff meetings plus additional team meetings. Curriculum is reviewed with reference to individual children/whole group play and further planning occurs based on staff reflection about children's learning, the effectiveness of plans and any family input. The centre has allocated the budget so that all educators can attend curriculum meetings and to ensure input from all staff including regular relief staff and most non-educators. Educators collect relevant evidence on children's learning in the preschool around their play, interests, thinking, learning dispositions and other relevant information. Staff plan together and develop a broad term focus with room to follow children's interests and lead. Children engage in music, rhymes, movement, numeracy and texts through small groups, informally during play throughout the day and at the end of the day. Children's opinions are an important part of the learning and this usually first requires an oral language focus in term 1 to support them to be confident to provide opinions in relation to learning and play. (1.1.2). Staff focus on the strengths of children, supporting them to develop their own thinking and there is focus on 'learning for life' which is part of the centre philosophy. Educators spend time with children in sustained shared conversations and periodically engage in a self-assessment on frequency and quality of interactions with each child. The Respect Reflect Relate Observation Tool is also used as an assessment tool to review various parts of the program and in 2017 this is around the outdoors learning environment to connect with the POLA project. Information about the child and family is collected and used to inform planning through initial information sheets upon enrolment, parent-staff interviews (preschool) and informal conversations with families. Parent ideas are also put into practice as they arise although there are few suggestions during the term apart from through interviews. Information about the community is incorporated into the program to support children's learning such as emergency services, the local library and the use of numeracy and literacy in our community. (1.1.3). There is a regular daily routine in place with flexible transition times and this is reviewed as weather changes during the year and in term 2 in consideration of the POLA project. Children are provided with auditory and visual signals as reminders of some routine changes to the day before they take place. Routines such as toileting, hand washing, packing up, getting lunches etc. are used to support children's learning and there is intentional teaching around basic health routines, self-help skills and spontaneous learning such as literacy and numeracy in everyday life. Children transition smoothly without any need to move in large groups excepting at rare occasions such as during excursions. (1.1.4). Staff share information about children with parents/carers informally, through informal interviews twice per year (preschool) and meeting with families/carers to support children with additional needs. Parent input is sought into the fortnightly ongoing curriculum through the interviews, informally and in newsletters. Parents have the opportunity to have input into the learning goals of children. A learning journal is developed during the first part of the year then provided to parents/carers/children to view, discuss and add to. (1.1.5) Where possible all staff members (educators and non-educators) have the opportunity to be engaged in case meetings each term with

DECD specialist staff to support children requiring additional needs including those at risk of not participating in the program. During the day educators are heard encouraging children, acknowledging effort and achievement, managing behaviour issues positively and listening to and responding to children's requests and needs. In dealing with potentially fair/unfair situations and potential conflict staff demonstrate respect for each child, working through the issues and seeking additional support from other staff when needed. Educators encourage children to explore different identities through role play, literacy and texts and through a strong focus on developing children's oral language and their ability to express opinions. Each preschool child has a personal learning plan called a 'One Plan' developed at the beginning of term 2 based on information from Term 1. This plan is reviewed as needed and parent input is sought through interviews and informally. A copy of the One Plan is placed in each child's portfolio for parents to view. Goals set by specialist staff such as paediatricians and speech pathologists are provided to educators and form part of their work with children. Staff working with children with diagnosed speech and language issues work with these children on the identified goals and document this work and the child's progress. A range of equipment is available to cater for children's different abilities and interests etc. and from time to time specific equipment is hired to support individual children with additional needs. (1.1.6) Children are encouraged to access the learning environment in the way they choose with support over time to access more of the learning environment as they develop confidence. They are asked what they would like regularly. Choices and decisions of children are put in the daily program and/or reflections and then documented for future planning. There is a wide range of choice in the learning areas in terms of equipment and learning materials with additional storage purchased to ensure as much as possible is out in playrooms for children to choose. Children also have the opportunity to ask for anything additional they want to play with. Children generally make their own choices about learning during the day with adult scaffolding, guidance and support available. There are set times for routines but where a child for instance chooses to eat later or does not want to join a literacy time the child is free to access another activity provided safety standards are met such as adequate supervision. Children with additional needs are supported by specific staff at times in a coordinated approach. Educators observe children's confidence and ability to initiate play and where there are concerns, strengths, friendship interests etc. these may form part of their One Plan depending on age and developmental factors. There is an individualised approach to supporting children who are new to the centre and staff communicate with parents/carers regularly in the early stages. Educators support children to direct their own play but provide support and scaffolding in terms of ideas, resources etc. when applicable usually in consultation with the children in order to extend the play, thinking and learning. Children are viewed at the centre as capable learners who come to the centre with knowledge, skills, ideas and their own cultural background and wealth of experience. This is reflected in the centre philosophy. (1.2.1) All educators observe children's learning and behaviours and discuss children with the staff team to inform further planning and allied health staff and other staff also have input. The centre has developed proformas to capture all educators' observations to share with the staff group and put in the learning journals. Children are reviewed in terms of learning, wellbeing and development on the basis of different information collected and analysed. Processes used to collect information on learning and development in the preschool are reviewed periodically by specific staff and through meetings and updated as needed. Whole staff assessment of data collection over time occurs at some meetings and evidence of children's involvement is part of the daily evaluations and review. Documentation of children by individual staff members is reviewed by the director periodically to ensure it is positive, sensitive and strengths based. Information on the program is planned through a typed format but added to in handwriting to capture the authenticity of daily changes for families to view. From term 2 the program is weekly in an emergent format. Daily reflections inform further planning. The use of focus children ensures that staff focus on each child's learning. 2.2 Intentional teaching linked to term and individual goals and knowledge of each child is part of daily practice and some of this is documented. Educators support children to extend their critical thinking skills through small group work and day to day play experiences and some of this is documented such as individual observations and some group play. Most planned small group work is documented with an evaluation of the process and children's responses/educator reflection. Mathematical and scientific language and thinking is modelled and forms part of each term overview. The literacy and numeracy indicators are being explored in 2017 with the term overview expressing specific sections of the indicators plus a data chart exists in the staff area to document information about children's learning. Experiences are set up in an open ended manner encourage children to think about how they may use equipment and resources in their own way. Staff knowledge of children in preschool enables them to ensure sufficient challenge for each child. (1.2.3)

Jottings on each child, picture observations, daily reflection sheets, reflection notes for meetings, specific assessments, formal observations, time samples, children’s conversation, programming and daily review documentation form part of the evaluation to guide planning and support further learning. These are part of the learning journals. Staff engage in critical reflection daily and at meetings in a collaborative manner and there is documentation of this reflection daily. Children’s ideas are documented and displayed in the rooms. Effective teaching strategies are noted in planning and also changes to the environment form part of the planning process.

QUALITY AREA 1: KEY IMPROVEMENTS SOUGHT

Standard/element 1.1.1	An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.
Identified Issues 2	New staff in 2017 need to be familiar with the EYLF and NQS. NQS folders need updating All educators need to be familiar with and using the Literacy and Numeracy Indicators.

Standard/element 1.1.4	The documentation about each child’s program and progress is available to families
Identified issues	Although this information is available, the centre needs to find new ways to exchange information with families in different ways.

1.2.1	Each child’s learning and development is assessed as part of an ongoing cycle of planning, documentation and evaluation
Identified issues	Occasional care – there is a need for a new cohesive approach to planning that then connects back to preschool curriculum.

IMPROVEMENT PLAN FOR QUALITY AREA 1

Standard/element	What outcome or goal do we seek?	Priority L/M/H	How will we get this outcome? (Steps)	Success measure	Timeline	Progress notes
1.1.1	All new staff are familiar with the EYLF and NQS and use in their daily practice. This will form part of induction processes. Staff are familiar with all	H	Staff provided with different areas of the NQS to update all folders of evidence. List of QIP tasks for staff developed by group. Professional development opportunities around the EYLF / NQS for some staff/part of staff meetings.	All non-educators and new staff working with children/families demonstrate familiarity with NQS and EYLF and EYLF theory guiding practice and use in work. All NQS folders updated and staff	Terms 1 -4	Term 1: RRR data collected on outdoors learning environment and evaluated. Closure day T 1 group review of NQS and update of folders. End of term 1 update of

	aspects of the NQS Folders and take part in updating them.		Performance Development process for staff include EYLF/NQS connections. Use of RRR for observation of practice linked to EYLF in terms of POLA project.	can articulate content. All Perf Development Plans have NQS/EYLF Links- evidence in practice. RRR data collected as part of POLA project as EYLF connection		folders – all staff input End T 1 Perf Development for some staff.
1.1.1	All educators are using the literacy and numeracy indicators in their work.	M	Staff attend PD on literacy and numeracy indicators and share with other staff. Staff attend mathematics and numeracy PD. Literacy and Numeracy Indicators used as part of observations Collecting data on L and N Indicator charts informally for a data wall to inform planning.	Staff will use mathematics and numeracy/language and literacy in their work with children. Observations will include connections with literacy numeracy indicators. Elements of Indicators connected with term overview	Term1-4	Term 1 Teachers attended Mathematics. L and N Indicator training and shared with staff. All educators offered training. T2 curriculum overview – included focus on indicators- to include in planning.
1.1.4	Parents/carers are accessing the information on children's learning in meaningful ways	M	New website developed. Use interview times to discuss the program and opportunities to provide input Use the bilingual worker as a source to support families where necessary/plus family members for those needing translation. Parent interviews term 2 then opinion survey to include questions on parent knowledge of curriculum and planning culture – terms 3 and 4. Newsletters – reminders about program and information on child's learning. Each parent/carer will be provided with a copy of the learning program weekly ensuring there is an interpreter where required. New website will have a private log on section for parents/carers to connect with children's learning.	Pre and post parent opinion data provide evidence of parent knowledge of how to access information on learning. Term 4 interview data provides information about parent understanding with information on learning Term 4 review data shows improvement in parent/carer awareness and input Parents/carers re familiar with program. Parents/carers can access data on children on line through website.	Terms 2-4	May; copies of learning program provided to families weekly Interviews dates begun with families in preschool
1.2.1	OC staff curriculum demonstrates more connections with the centre planning	M	OC staff attending meetings and providing input into planning	There is more input from OC for OC age groups in the term overview	Terms 1-3	Terms 1 – OC staff part of planning and also own team meetings. Term 2 overview included some OC goals and input

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY

Summary of Strengths

(2.1) With any enrolment enquiry staff ask about children's health and other issues in preschool, occasional care and any crèches the centre is running. The centre keeps up to date with safe sleeping practices for babies and toddlers through seeking current information and following this. Due to the small numbers of children in occasional care communication around toileting and sleeping for young children is done verbally. (2.1.1) Health information is sought through talking with families, discussing and reviewing the enrolment form/child information form that parents/guardians complete and requesting reports. Any relevant medical records are sought prior to the child commencing including immunisation details, and DECD services are sought if special needs support may be needed around any health or developmental issue. There is a process and policy in place to support children with medical conditions which includes a process for administering medication to children. Medication is checked to ensure it is current, has the child's name on it and that a medical practitioner has authorised the medication. Health issues are discussed as they arise. Any concerns about medication are addressed promptly with parents/guardians and at times the centre seeks advice from other professionals if there are further concerns. The medication book is kept in a staff area away from public access. Details of medication administered, authorisations, time, dosage, signatures etc. are placed in this folder. There is a written process around administering medication and sufficient educators have first aid, asthma and anaphylaxis training so there is someone on duty at all times. There is an individual medical management plan in place for children with medical conditions. All medication is stored in a locked cupboard not accessible to children that ensures confidentiality. An accident form/illness form is filled out when children receive any first aid or show signs of illness. A copy is provided to the parent/guardian if desired. There is a policy to ensure that children who are not well stay away until recovered depending on the illness/injury. There is a first aid chart to keep track of first aid incidents. A parent/guardian is contacted immediately for any head injury, if a child is ill or has a serious injury. The centre has a low instance of first aid incidents and monitors the number of instances. A staff member stays with children who are not well and waiting to go home. The DECD online Incident Response Management System (IRMS) is used to document serious incidents or events, such as a person (adult or child) requiring medical treatment. Relief staff are informed of all children's health issues verbally and shown where the written chart on health issues and other information is. A more intensive induction is done if on the rare occasion there are not regular staff on duty. (2.1.2) Appropriate quiet areas are set up to support children who do not want to engage in active play at certain periods of time during the day. This may include areas with small and large cushions, a lounge area, computers and iPads, cubby houses, tents and single table activities. Background music is also used at times to support quiet relaxing play. There are always quieter and more active activities available and small areas where a child can play alone. In term 2 with the POLA project this will be monitored. Staff on occasions change activities to support children's self-regulation if there is a need. A quiet time across the centre after lunch for children enrolled for a full day provides an opportunity for children to engage in quiet activities to support self-regulation and to ensure they are energised for afternoon play. This may include playing with a toy and listening to quiet music, playing with visual relaxation toys, listening to a recorded story, relaxation exercises to music, mindfulness activities, quiet viewing of books and an adult reading stories. The centre uses different parts of the building (three rooms) as needed depending on staffing ratios to allow children further opportunity to play in quieter areas. Making the decision to go to full time in Term 2 2017 provided for quieter play overall across the centre as there will be less children attending each day. On the rare occasion that children want to rest in preschool they are offered a mattress with clean linen to rest in the middle of the day and at other times if they ask for this. In occasional care babies sleep in a cot and older children can also rest on a mattress with linen although again this is rare. Sleeping infants are monitored with a staff member present and any child resting has an adult nearby. Children's sleep/rest at the centre is communicated to parents/guardians on an individual basis as there are so few children who sleep/rest. Staff find out information about sleep/rest prior to a child starting at the centre and then monitor the child in the first few weeks. Children in preschool are provided privacy in relation to toileting procedures and if they need to dress or undress there is a process in place. Staff members provide sensitive support if needed and sometimes phone a parent to seek advice to ensure maximum respect for the child. Staff monitor visitors using any area near the children's toilets to ensure privacy is maintained and visiting adults and contractors are provided with information about how they need to respect the toilet areas.

Grouping at the centre is organised to minimise loud acoustics and ensure a calm relaxing environment as much as possible and this was one reason the OC is in a separate area to preschool. Toileting routines and nappy procedures are relaxed and positive with documentation in OC for parents to view. Parents are required to bring at least one set of clothes for a child and more if necessary. The centre keeps some clothing on site to support children's needs. Parents are required to obtain a continence care plan if a child in preschool is not able to use the toilet independently and attempts to support the child are not successful. Staff also use the services and expertise of the Occupational Therapist (OT) and Family Services Coordinator (FSC), Speech Pathologist (SP) and other DECD staff to support families with toileting, sleeping, feeding or behavioural issues related to their children. In 2016 a referral form was developed by staff to ensure there is a process to best support families in the centre with issues such as toileting and ensure communication is of a high level between family, staff and the support person. This process commenced in term 1 2017 and is successful. Staff members further support families with challenges at home around sleeping, feeding etc. as needed. Staff informally share concerns about a child's sleep/rest issues with parents/guardians and also raise this more formally at staff meetings and meetings with a parent when appropriate in a supportive manner. The focus is on working together with the family. Having so many support staff with different areas of expertise at the centre enables a range of support mechanisms that can look holistically at what is happening for the child. Clothing suggestions are part of the parent handbook and staff communicate to parents any specific information about clothing needs. Staff communicate and work with individual children if necessary in relation to clothing needs and talk with parents if clothing is a cultural issue and causing concern for the child. For example if there is a child in a hot overcoat on a high temperature day. Staff believe that it is important to communicate information but show respect for the family culture and beliefs and thus find a balance and agreement around any clothing issues. (2.1.3) Staff check accepted hygiene practices with SA Health and The World Health Organisation from time to time, follow any DECD hygiene requirements and also seek advice from other early childhood centres on hygiene issues if needed. The centre has a health and hygiene policy in place that is reviewed as part of policy review dates and also as needed. Staff are inducted into this policy firstly practically and also by reading the policy. Staff members all model sound hygiene practices and visitors are required to follow all centre policies in this regard. Playgroups and any other groups are required to use the sanitiser for all dishes in line with centre processes. Staff explicitly teach children about hygiene processes, handwashing procedures, toileting processes, coughing and sneezing procedures, where to place used tissues dental hygiene and ear care. Children's ear health and dental hygiene in preschool are part of the CAFHS checks which the centre organises for several terms in each calendar year. Hand washing and hygiene practices are an ongoing focus and this is part of the planning from time to time esp. at the beginning of the year/when a child starts at the centre but also informally. Staff acknowledge that it takes time for children to learn these practices and informal learning on a day to day basis as needed works well to supplement planned explicit teaching. Children in occasional care and those with specific additional needs are given additional support to follow hygiene practices. There are visuals displayed around handwashing and toileting to support children's learning and for adults. The centre is professionally cleaned each evening and there is a communication book between the centre and the cleaner to ensure any issues are addressed. Windows and carpets are also professionally cleaned as needed and other cleaning contractors such as tile and grout cleaners are engaged as needed. There are rostered tasks for staff around checking toilets and other areas, cleaning used cups and cutlery, cleaning the kitchens, benches and furniture and also regular cleaning procedures for cleaning equipment that has been used. Equipment is cleaned either daily or weekly and immediately if necessary. A record of equipment cleaned as part of the regular regime is kept. One staff member is rostered to clean specific equipment each week as part of the cleaning maintenance and other members also assist as they are able to. There is a process and policy around food handling and storage which educators follow which was reviewed in 2016. There is a process in place for cleaning the nappy areas after use and at the end of each day and checking/cleaning the children's toilet areas at least once per day. Staff toilets are checked as staff use this area and more often if used by visitors. Nappy change and handwashing procedures are displayed in appropriate areas in the centre- bathrooms, nappy change areas and food preparation areas. Playgroup parents are provided with information and the process around nappy changing and hygiene by the playgroup teacher and this is monitored by playgroup staff to ensure they comply with this. Informal meetings with the playgroup teacher take place to ensure that this is of a high standard and centre staff check nappy changing and cleaning procedures in playgroup from time to time. At the end of all playgroup or other sessions separate to the centre the nappy change area is cleaned using centre procedures. Clean linen is used for all mattresses and cots and washed after use. Any issues related to hygiene are addressed immediately and are discussed as part of 'Workplace Health and Safety'(WHS) at staff meetings and reported on at Governing Council meetings. Hazard forms are also used for hygiene and other issues as needed to ensure action is taken promptly. All staff are

required to be focussed and diligent about high hygiene and other safety standards at the centre and address issues immediately. 2.1.4 Educators quickly respond to signs of illness and parents/carers are contacted. Children are involved in health and safety discussions and this is documented in the planning proforma and in curriculum/reviews. Children also support other children at times to play safely and use hygiene practices at times. Parents who work at the centre in any capacity requiring hygiene practices to be adhered to, are provided with verbal information about what to do. For instance if a parent is leading a cooking session the standard procedures are followed by the parent. DECD provide some health and safety sessions from time to time and at least one staff member usually attends this to provide information to the staff. The centre has a policy around dealing with infectious diseases and families are informed about incidents in writing, verbally and at times in newsletters around the health issue. The centre has a reciprocal arrangement with the EGPS to inform of any health issues that could be contagious as so many families have children at both sites.

Parents of children particularly infants are contacted if a staff member who has worked with the child suddenly becomes ill. A form is completed for all injuries/illnesses to a child or adult. In the event of an injury a parent/carer signs the completed form that details the event and can choose to have a copy of this. Staff review health and safety issues at meetings and immediately if necessary. There are three first aid kits in the centre and these are replenished by an external agency annually and more often by the site if necessary. This includes a portable first aid kit with all requirements for enrolled children when on excursions such as asthma medication or Epipens for specific children. Each child's care plan and medication is ready to take with the first aid kits in case of an emergency evacuation/invacuation. Educators follow a written process for recording signs of illness and contacting families. These are kept in the child's main file. Most educators have the required first aid qualifications and there is a person with a first aid qualification on duty at all times when children are enrolled in preschool and occasional care and during playgroup. Qualifications for all first aid are kept on site. This includes first aid, anaphylaxis and asthma training. At other times staff when non educators are present there is a staff member on duty who has first aid qualifications or else the first aid officer at the school is used. When there are no first aid officers available in holiday periods staff cannot work at the site. The first aid officers are displayed each day. Twice per year a consultant is employed to source the latest DECD health and safety information to provide to staff and to update any procedures. The staff notice board and staff meetings are used to provide information to staff as well as staff information trays. This consultant also ensures that documentation about recalls of products are available for staff and parents where appropriate. Current immunisation records are at the site and a child is considered immunised if the immunisation is up to date for the child's age according to the ACIR history statement for Blue Book. Immunisation is discussed with parents/guardians upon enrolment interviews, as well as the Blue Book and the child's development. If a child is not fully immunised staff discuss options for the child at this time. (2.2.1) Parents are encouraged to pack healthy snacks (fruit and vegetables) and lunches to the centre in line with the 'Get Up and Grow; Healthy Eating and Physical Activity for Early Childhood' Government guidelines. This information is discussed at the parent induction sessions prior to children starting. There are group parent/guardian orientation sessions each year plus individual sessions for those who cannot attend a group session. There is strong focus on bringing nutritious food and this regular discussion point at lunch and snack times and with individual families and the centre provides alternative options for families that do not bring a healthy nutritious packed lunch and/or snack on a given day. Parents and carers are encouraged to send food they would eat at home that support their culture and this is discussed upon enrolment. The centre follows programs implemented through the previous Obesity Prevention and Lifestyle program (OPAL) with Playford Council including Eat a Rainbow and Peel Pop and Pour programs which are healthy eating and breakfast programs. The OT and SP also present Fun with Food sessions to support families to support their children's eating and good nutrition. Snack times at the centre are progressive in the morning as children are hungry to ensure that those who may have eaten at different times of the morning at home are catered for. Snack times are called 'Crunch and Sip' and are snacks of fruits and vegetables and water. This connects with the EGPS Crunch and Sip time next door and provides continuity for most of the children as they transition at the end of the year. Staff monitor who has and has not eaten snacks and record this. Lunch times are usually in two groups to provide for a quiet and relaxed environment with room for individual choice in terms of timing to eat. Staff usually eat with the children and model good eating habits and children are free to eat outside meal times if they want. Children always wash hands prior to eating. Babies and any children requiring support with high levels needs are fed individually by educators. The centre respects the cultural requests of families and provides vegetarian and Hallal options when food is provided during events/curriculum cooking and chooses food that all children can eat when cooking as part of the curriculum. All unused food goes back home excepting food that may leak so that parents can see what their child has eaten. The new parent- staff proformas for communication will include conversations about food intake from term

2 2017. Staff discuss any eating issues on the day with individual parents. Staff discuss food to be prepared with parents/guardians of children with allergies etc. prior to the event. The centre is a registered Breastfeeding location for Breastfeeding mothers. The centre has policies around nutrition, food and beverages and dietary information, safe storage of foods and heating of foods, dealing with anaphylaxis and appropriate utensils and protective equipment are provided if the centre is providing food for a special event. Parents bring in bottles ready for use. There is a written procedure for the safe storage and heating of babies' bottles and breast milk. (2.2.2) A gross motor screen developed by the centre is used twice per year to assess children's interest and skills outdoors to guide planning- terms 2 and terms 4 although limited in 2017 due to the POLA project. Music, dance, creative movement and drama are also a regular part of the program (spontaneous and planned) to support physical activity using different types of music and instruments. Children are free to choose indoors and outdoors play concurrently for most of the day excepting when it is not safe to do so (such as when there are not sufficient staff in each area) or when weather makes it unsustainable. When there are younger children present staff discuss how they will manage safe play vs challenging play for different age groups often by using two yards or different areas of the building. Staff support toddlers through age appropriate activities encouraging running, kicking balls, movement to music, a range of fine motor activities, balancing and climbing activities relevant to the age group. Children assist at times during the day with the set up and pack up of learning activities and also are free to help change learning experiences with staff ensuring practices are safe. Examples of evidence of children's indoors and outdoors choices are provided in the preschool program and review documentation and staff will commence a new process of a group gathering at the beginning/end of the day to enhance children's voice. Normally the physical environment is set up with different challenges to cater for children of different ages and abilities and in term 2 while the POLA project is in operation staff have planned a process of ensuring there is adequate physical activity either indoors or at another location. Parents are provided with information about the importance of physical activity to families from time to time and the OT also has conversations with families about this. The OT also spends time with parents in the playgroup and support children and role models physical play with children for families. Staff monitor if a child is not participating in the outdoors activities or any gross motor activities and supports children to participate through encouragement and focussing on their interests or friendship groups. In the One Plans staff focus on any sensory motor strengths/needs that focus on fine or gross motor skills, spatial awareness, playing/exploring outdoors and assistance in set up/pack away times etc. as needed. Staff continually monitor the need for active/passive play depending on what is happening in the centre. Children's voice includes planning for physical play. The importance of physical play is displayed in the centre and put in newsletters and leaflets from time to time. Parents are provided with ideas around exploring outdoors and physical play at home and in the community. Staff talk informally about how children's bodies work and what we can do with our bodies through nutrition discussions, music and movement and relaxation times and gross motor play indoors or outdoors. (2.3.1) Parents or other adults bringing a child to the centre sign children in and out each day. Children also use a sign on sheet of their own. All attendances are recorded on the DECD Early Years System weekly. Children depart at the same time each afternoon with a group gathering in place and there are one or more staff members allocated to ensure parents are greeted and supported as their child leaves the centre and to talk with parents about aspects relating to the child. Once a parent/carer arrives the child leaves the group and collects belongings. Children are always effectively in sight or sound of staff with appropriate or higher adult child ratios in place. Staff are diligent to ensure they know where children are at all times and how they are engaged in the learning environment. There is one teacher with each group of children at all times in free play and when small groups are operating early childhood workers with a small group of children have a teacher nearby within sound in an open location. Staff ensure higher levels of supervision in activities requiring greater risk such as woodwork or cooking. Staff communicate with one another as a team during the day so that supervision flows and each staff member is aware of what others are doing. There is a centre policy on the delivery and collection of children and staff are familiar with this. New staff rely on regular staff to ensure that only those known to staff collect children. Only those on the enrolment form with authorisation to collect children can collect them. In an emergency other processes are put in place such as a parent phoning or emailing the centre, the person collecting the child producing ID and sometimes a code is used that the person collecting a child must provide. Staff also ensure the person is familiar to the child and inform the child ahead of time of any changes to the pick-up process. Planning and a risk assessment takes place prior to excursions and any other higher risk situations and children travel in government approved bus transport with detailed parent information provided and permissions documented. A roster of supervision is developed by staff prior to excursions. Staff monitor how many children are in each area of the centre and change staffing arrangements if needed. On occasions for safety reasons staff may change temporarily to indoors or outdoors play (limited by POLA project in term 2).

Staff observe equipment set up and make changes accordingly as the need arises to ensure there is sufficient space for walkways. End of day reviews at times means changes are documented. Children are always monitored to ensure they sit while eating. Glass areas in the toilet areas provides opportunity for staff to monitor children in a sensitive manner and staff stay with children when on a change table. Visitors needing to be near the toilet area are reminded of the process around this to ensure privacy for all children and staff monitor this. Rosters are in place so that staff know where they will work in different locations on a given day and relief staff are allocated to a specific area at one time. For ECW's this sometimes means being in the location that needs additional supervision. (2.3.2) There is a written procedure for daily safety checks and maintenance checks. Safety checks take place each morning inside and outside and as necessary during the day and are documented with action taken if needed. As part of the DECD maintenance schedule all fixed outdoor equipment, electrical equipment, air conditioners, water tanks and other areas of the building are checked for safety and rectified when needed. The DECD hotline is used to support other maintenance issues that arise on a priority basis depending on the issue. A record of all people entering the building and staff attendance records are in place. Dangerous products are stored in locked cupboards/places inaccessible to children which are labelled as such for easy reference. A Sun Protection policy is in place and is monitored to ensure it is consistent with the Cancer Council recommendations. Identified hazards are immediately removed if applicable. Sun safety and UV protection is discussed with children and provided to families through posters and newsletters and there is a sunscreen station at the centre. Hot drinks are consumed away from children. The centre and campus is a smoke free environment and this is noted prior to parents starting and part of the induction for group leaders, parents/guardians and contractors. Power points not in use have protective caps. Appropriate soft fall is around all outdoors areas as needed and the new POLA project will ensure the new outdoor learning areas follow this process according to relevant safety standards. Animals used as part of the curriculum as part of a one off event are supervised carefully and risk assessment is completed prior to attendance. Hygiene processes are also in place as part of this event. There are policy and procedures in place around ensuring excursions and incursions are safe for children. Each parent is provided with detailed information about excursions and authorises this in writing. Information is also provided to parents/guardians about incursions and the details depend on the incursion. All buses used for excursions have seat belts for children. During food preparation as part of the curriculum staff discuss safety and health/hygiene practices with children prior to the event. The centre has a policy on managing water safety and a medical conditions policy and staff are familiar with this. New staff are supported in learning about policies from regular staff. (2.3.3) Emergency evacuation and invacuation procedures are at each exit and are practised and reviewed termly and emergency phone numbers are displayed in prominent locations and near phones. Families are provided with written information after an evacuation or invacuation and it is explained to the children prior to taking place. There are seven telephones in the building and a mobile phone in operation in an emergency. Fire extinguishers and fire blankets are readily available and serviced annually through the DECD maintenance program. Relief staff, new staff and visitors working with parent groups on site are provided with an induction around emergency procedures. (2.3.4) The daily review, curriculum, admin meetings and case meetings provide many opportunities to discuss any child protection concerns. The centre follows the DECD process for notifications of concerns and staff members are made aware of child protection information as part of their induction. Inductions include general information to staff, staff having some responsibility to read DECD information over time and a group induction when there are new staff after this. All staff members are required to have up to date RAN training. If it is found this is not the case a staff member is usually not permitted to come on site unless arrangements are made with DECD. No worker on site can come on site without the DCSI clearance.

QUALITY AREA 2: KEY IMPROVEMENTS SOUGHT

Standard/element 2.1.1	Each child's health needs are supported.
Identified issue	More information is needed upon enrolment for under babies and under twos for eating, drinking and sleep, trauma related information and any other significant factors and all educators need to be familiar with this information.
Standard/element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness in accordance with recognized guidelines
Identified issue	The centre provides information to families around infectious diseases but needs a more time saving approach so that information is ready to be given out to parents, that parents who speak other language are consistently provided information and so that there is a designated place for notices during the POLA project changes during term 2. common
Standard/element 2.2.1	Healthy eating is promoted and food/drinks provided by the service are nutritious and appropriate for each child.
Identified issue	New staff are not familiar with the 'Get Up and Grow; Healthy Eating And Physical Activity for Early Childhood' Australian Government guidelines and also need support around learning about the curriculum plans for breakfast and healthy eating to be implemented in 2017 (eat a Rainbow and Peel Pour Pop programs).
Standard/element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
Identified issue	The POLA project in term 2 will require a new process and development of strategies to ensure children obtain adequate challenging physical activity and that they can explore outdoors activities indoors as there will be limited outdoors play at the centre.
Standard/element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury
Identified issue	The POLA project in term 2 will require specific risk assessments and plans to ensure everyone using the centre and those in the school are safe and so that high level communication is in place at all times.
Standard/Element 2.3.3	New children/staff not familiar practicing emergency procedures. Plans to effectively manage incidents and emergencies during POLA project need to be developed practiced and implemented in consultation with relevant authorities. Learning Together playgroup need to review the invac/evac procedures.
Identified Issue	With the new processes in place for the POLA project and going full time in the centre the emergency invacuation and evacuation procedures will need to be reviewed and changed.

IMPROVEMENT PLAN FOR QUALITY AREA 2

Standard/ element	What outcome or goal do we seek?	Priority L/M/H	How will we get this outcome? (Steps)	Success measure	Timeline	Progress notes
2.1.1	The centre has more detailed information on each child's background, routines, interests and health prior to starting at the centre for occasional care (OC) families.	M	<p>More information is obtained during familiarisation sessions for families in OC esp. for younger children around eating, feeding, sleeping.</p> <p>Develop a new proforma around getting information about young children starting at the centre that includes feeding, sleeping etc.</p> <p>Visiting other occasional care centres.</p> <p>The OT SP and FSC connect more with families starting young children at the centre as part of the orientation process.</p> <p>A Staff member from OC continues to connects with each family prior to starting in OC.</p>	<p>Updated proforma for children less than two years of age in use.</p> <p>New connections with family support services provide relevant information.</p> <p>Staff more aware of care needs of young OC children.</p>	<p>Term 2</p> <p>Term 3</p> <p>July</p> <p>By end 2016</p>	A draft info sheet for OC families has been developed
2.1.4	Parents have access to prompt consistent information about infectious diseases and health issues at the centre in their home language either in writing or through an interpreter.	H	<p>Re-arrange notice board areas during POLA project.</p> <p>Utilise staff, interpreters and family members who speak parents' home languages as needed to support parents who need information about health issues at the centre. Temporary gate signage needed.</p> <p>Organise currently used Government approved information on infectious diseases and health issues for families so they are more readily accessible for staff to distribute when needed.</p>	<p>Staff will save time having ready access to information on common health issues to provide to families.</p> <p>Parents/guardians will have information about health issues at the centre in a manner they understand.</p>	By June	<p>Term 1 Head lice data sourced and provided to families.</p> <p>Term 2; Staff have begun to talk with families about having an interpreter if needed for informal parent interviews.</p>
2.1.4	<p>Temporary noticeboard areas are accessible to parents/visitors who are aware of the location.</p> <p>A new community section of the noticeboard is developed.</p>	<p>H</p> <p>H</p>	Rearrange noticeboard information during POLA project.		By POLA start date	

2.2.1	New staff are familiar with Get Up and Grow guidelines. Eat a Rainbow and Peel Pour Pop programs and are part of curriculum process for the two programs.	H	A closure day used to support new staff with healthy nutrition guidelines and curriculum programs around nutrition. Staff provided with documents to read about the information they need to build their capacity. Staff meeting discussion about nutrition guidelines and curriculum plans. CDC will continue to put nutrition information in the newsletters from time to time for staff and families.	New staff build their capacity to be able to engage with children about nutrition guidelines and to support families with nutrition at home.	Term 2 – term 3	Term 2 April. Get Up and Grow Guidelines available for staff to read and become familiar with.
2.2.2.	There is a plan in place to ensure that children have adequate gross motor play while the POLA project is in operation and that children can explore their environment.	H	Staff develop a plan of action around how to change the environment indoors for children – bringing the outdoors in. A gross motor plan is developed which includes activities in the centre and also at other locations. Negotiate with local school to use gym and outdoors nature areas. Meetings with builders of POLA project to maximise outdoors play while project is underway where possible. Use of different play spaces such as the school negotiated.	Adaptions during POLA project ensure children have adequate physical play, appropriate challenge and exploration opportunities.	Term 2	May: Meeting with school principal re use of school nature area- to commence week 2 Meeting with building supervisor- re use of part of yard from week 2.
2.3.2	The POLA project will be a smooth safe process with regular high level communication with all relevant stakeholders.	H	Meeting with acting school principal at EGPS and learning together teacher and coordinator to discuss playgroup plans for term 2 POLA project Meeting re playgroup Meetings with POLA stakeholders- pre commencement and ongoing. Meetings with EGPS school principal in term 2 re negotiating space for play outdoors. Risk assessment developed and guide practice during project Daily review with staff and project leader as needed. Inviting builder to speak with children about project every few weeks. Monitor safety and make changes as		Term 1- Term 2	Term 1. Meeting re playgroup in term 2- will relocate to school. Pre commencement meeting with POLA stakeholders and risk assessment discussed and requested for review. Centre risk assessment completed for monitoring. Regular meetings set up for term 2. Communication with school provided information about the POLA project and possible impact. May – meeting with school principal included information about POLA project and collaboration about using

			needed Inc. communication with school and CAFHS as needed.			shared space.
2.3.3.	New emergency procedures are in place are developed, practiced, implemented and reviewed.	H	Support new children and new staff to learn current emergency procedures. SA Fire Service visit and evac with firefighters Review initial procedures and what should change with POLA project. Staff team collaboration of new processes and discussion with child /parent input.	New emergency processes ensure safety for all children and adults.	Term 1 and Term 2	T 1: Review of OC emergency procedures. SA Fire Service did evac with children. Invac also done. Meeting with LT playgroup re evac/invac and decision to cap numbers/move group to school during project.

QUALITY AREA 3. PHYSICAL ENVIRONMENT

Summary of Strengths

(3.1) The centre is a DECD Government owned site. It is located in the grounds of Elizabeth Grove Primary School but separate to it. There is also a large Child and Youth Health department on site on another part of the campus. Close proximity to the school means the school and centre staff work together in a range of ways. Most children transition to the school at the end of the year so all connections form part of the transition process. The centre joins the school for assembly visits, library visits, parent events, incursions (in 2017 Animal Capers in term1), nature play visits in the nature playground and staff from both sites connect to discuss curriculum and transition. Other opportunities are sports day and the annual concert. The indoors environment provides a range of rooms to best support children’s wellbeing, enabling small group activities and minimising loud acoustics. All furniture has been replaced over the last few years to ensure natural timber look to support a calming and aesthetically pleasing playrooms that are conducive to supporting children’s wellbeing. This is also part of using natural materials. There are spaces for staff to use different areas to support children’s varied needs/interests. Staff adapt the environment and materials to support different levels of challenge through many open ended activities. There is a lot of natural light in the buildings and many large windows. Heating and cooling is in every room indoors and is regularly maintained by Spotless contractors. (3.1.1) Resources to support children’s learning are purchased mostly at the beginning of each year so that the children in that year can benefit from them and curriculum needs are considered in this purchase process. The indoors and outdoors environments are of a suitable size to allow children to play freely in either area most of the day. In term 2 there will be limited outdoors play so the centre will put a plan in place to manage this so that children are not disadvantaged. Challenges are provided by staff using open ended materials and children are free to engage in their own learning. There are many opportunities indoors for children to play in small groups in different locations and some areas are designed daily for this outdoors. The Engine Room is an outdoors room children use for a range of purposes and provides a hideaway environment from the main front yard and provides easy supervision. There are a range of resources in the centre and usually more than adequate for each child’s requirements although children are encouraged to share and take turns with equipment as part of their social development. Equipment is at the child’s level including chairs tables and lounges and there are suitable adult chairs as needed. Overall there is a very spacious feel to the centre with the three different rooms used at times during the day. Natural ventilation and fresh air are both available indoors when doors can be open with heating and cooling available, and there are always quiet areas set up indoors and outdoors for children to rest and play quietly. As part of the POLA project the front veranda area will be enclosed with adequate heating and cooling providing a natural indoors space where children can see outdoors through the clear blinds. There is one suitable nappy changing facility and 5

children's toilets (two children's bathrooms) which is higher than required. Toilets are accessible from indoors and outdoors and both sets of toilets have glassed areas. There are appropriate sink areas in each toilet. There is also one adult toilet. Due to the POLA project in term 2 DECD audited the entire centre in term 4 2016 works to upgrade indoors areas to compliance level commenced and are completed. There are spaces available for staff meetings and staff lunches, a parent/confidential meeting spaces, varied offices and two verandas. All play spaces are versatile so they can be used for different purposes such as meetings if there are no children present and it is safe to do so. There is double the administration space available over the last few years and designated curriculum areas for educators to work in non-contact times and office space for non-educators. The centre has a laundry and cleans all centre linen and clothing in the washing machine with a dryer available if needed. The outdoors environment is set up to support children to take risks and explore and there is a strong focus on sensory play across the centre. The POLA project plans are displayed and parents/children from 2016 had input into this and currently staff are obtaining input and communicating to current families. The end result of the POLA project will be an open ended exploratory outdoors environment with challenge and safe risk taking and lots of opportunity for child and family involvement. The centre used Respect Reflect Relate observations to see how children explored the previous yard and will compare this with the new yard play in term 3. Up until the POLA project the centre developed a temporary nature play area so that children had an opportunity to add to existing play outdoors. There are two outdoors learning areas and both are upgraded in term 2. Plans are displayed for all those visiting the centre and new parents/all new children have had the opportunity to view/discuss this and all 2016 families. Indoors the natural timber furniture is changed regularly to support children's interest and at times children decide to change this while engaged in play with adult support. Staff discuss changes and put them in the planning and sometimes make a design of the change to the room. When major works are being done the centre organises for staff to be off site and it is usually organised in the holiday periods. If emergencies occur that require building works or major repairs the educational program and routine is adapted to ensure children are not in the location of the works and the three rooms of the building lends itself to support this. There are two entrances to the building which supports the centre in times of an emergency such as in term 2 with the POLA project and this also allows for community groups such as playgroup to take place without having to go through the preschool. Fencing meets appropriate standards and is being upgraded in yard 1 with the new project. Staff work on the basis that indoors and outdoors are extensions of each area and therefore many activities indoors can be taken outdoors and many outdoors activities can be used indoors. Children also make choices about what they want in and outside. To ensure safety of children entering and leaving the building staff monitor gate and fence areas and processes are in place for afternoon departure times to ensure children leave safely with an authorised person. For safety reasons preschool and occasional care children are usually playing in separate parts of the building and yards and this will be monitored during the POLA project. The OT utilises his expertise and skill with preschool children when able to work on preschool days and supports staff with ideas for children's physical development. In term 2 with the change to full time he will do a specific learning program with children to support them and build the capacity of staff. He has consulted with staff about this. There are two kitchens in different parts of the building allowing for food preparation with children and away from children depending on the need and more than adequate kitchen facilities. During the POLA project a management plan will be in place with risk assessments to ensure everyone's safety. One of the highlights of the POLA project is to extend yard 1 and incorporate a large tree for climbing. Other aspects in the plans are water courses, new sand and mud areas, natural materials and natural shaded areas, sustainable garden beds to replace previous vegetable garden, existing fruit trees and other trees, natural climbing equipment, swings and exploratory areas providing opportunities for open ended play and exploration. There is a centre process around grouping of children and this will be adapted during the POLA project and when the centre goes full time if needed. While the centre uses the school outdoor nature playground during the POLA project risk assessments are in place for safety purposes as well as the usual excursion processes. (3.1.2) The educators check the play spaces daily, document this and either rectify any safety issues prior to children attending or section off an area if necessary. If there is any safety issue with equipment etc. it is removed until it has been assessed/repaired/discarded. Risk assessments of the physical environment take place as needed. All DECD WHS advice is followed and an independent consultant is employed twice per year to ensure the STAR program is up to date and she provides the latest WHS advice and requirements from DECD. Furniture is cleaned weekly or fortnightly and toys cleaned as they are finished with at the end of a week or fortnight depending on use. Baby/toddler toys are cleaned as used including in playgroup. A new system using dots on boxes of equipment and using a book to document what has been cleaned is in operation so that staff are aware of what has been cleaned when. Kitchens are cleaned each day by those who use them and a maintenance register is in place for DECD maintenance support. There is a groundsman on site with

the school who up until term 1 will continue with the lawn mowing and outdoors maintenance and during term 3 the centre will monitor needs. In term 2 he will continue to support outdoors plants. The centre has a regular ex parent who does all maintenance on equipment off site. A contract cleaner with a current criminal history clearance is employed to work after hours daily. Purchases are only made through known suppliers who use equipment that meets safety standards. All safety issues are dealt with promptly and discussed at staff meetings and Governing Council. Risk assessments of the physical environment are in place but need to be redone with the new outdoors areas. (3.1.3) Children have access to indoors and outdoors play whenever possible. They construct their own play with adult support where necessary. The program is inclusive and all children are able to access all parts of the curriculum with room for individual preference. Younger children are supported to engage in areas that are safe yet challenging. Children's interests and choice are a high priority and staff follow the children's lead. Children with additional needs have access to all areas of the curriculum and are supported with additional strategies such as choice cards and visuals to help them make decisions about where to play. DECD and other support services such as Disability SA provide advice around supporting children with additional needs and sometimes additional equipment is on loan to the centre to support children. Playgroup staff follow centre policies and processes around health and safety. Staff encourage children to be independent in their play and varied levels of support are provided for children to reach this independence. Staff invite children to be involved in activities at times, monitor children who may need support entering play indoors and outdoors and discuss issues at staff meetings. Children are free to choose their own play and staff also engage in planned experiences with children to support their learning and development. Staff scaffold learning and play regularly and may make suggestions, may put out additional equipment or may ask children what they think might support their play depending on the circumstance and children playing. Activities are changed at times by children and educators and the adaptations and interest sheet filled out daily by educators helps them to keep track of children's ideas and interests to support planning. Children help to create their own environment and a staff member may start play with an idea at times but children take the play in their own direction. Staff use indirect strategies to modify noise and play that may get disruptive by being proactive such as observation of the whole area, inviting children to play in a different area, supporting children to adapt play, redirecting play, using choice cards, having a spontaneous group time for some children who want this, putting on calming music and changing the lighting in the room. A range of sensory experiences are the norm at the centre for all ages and staff in OC provide additional support to ensure the needs of infants. Children under 12 months are in a separate area to provide additional support for them in a nurturing environment. Staff work with Families SA, DECD specialist staff, Talking Matters, Novita, Anglicare, NDIS providers and other agencies to support children with additional needs. There is an initial meeting with the family and case workers and the director. There are then case meetings with centre staff, parents/carers and agency staff to ensure the child's needs are met. Agency staff visit are time to time to support a child with parent authorisation in writing. For children with high level needs there are regular informal discussions with families and for term 2 a plan is in place to ensure improved documentation of communication with all families. The new One Plan is used as the means of planning with the specialist staff to meet children's specific needs. Staff also meet with the DECD specialist staff as needed for additional advice and support and to observe a child and they sometimes provide professional development for staff on managing behaviours (term 1 2017) and working with children with trauma (2016).

(3.2 .1) As much as possible the centre focusses on having natural materials in both natural and built structures and has spent a large amount of funds to secure this goal. There are clear pathways indoors and outdoors to designated areas and the new POLA project has clear areas as walkways but allows children to veer in different directions in play. Sleep and rest areas are comfortable on mats (cots for younger children) with fresh linen, in quiet areas that are still supervised and there is updated documentation of who is supervising the child during this time. The large room spaces allow for a spacious feel and the areas are well ventilated and ventilation will be monitored during the POLA project. Children are able to access much of the centre equipment indoors at any given time through the use of multiple storage areas and this equipment is rotated from time to time. Children also ask for additional equipment from the storeroom once familiar with what is in the centre. Staff encourage children to use equipment in their own ways for their own play ideas which may mean using it in unconventional ways and mixing different types of equipment together for a purpose to problem solve, create etc. Mealtimes are relaxed and children are encouraged to engage in self-help skills to find their own lunch and snack as soon as they are able to. Staff eat with children and encourage positive conversations. Children who finish lunch quickly are encouraged to have a chat to their friends so they learn about the social conventions of eating with others. At lunch time children then other play areas such as the book area till others are finished. Lights are turned off at times after lunch to encourage a relaxing calming atmosphere prior to the

midday quiet time which supports children's self-regulation. The centre's vegetable garden and herb garden has been flourishing with regular support from a gardening consultant each term. She will work in term 1 and start with the centre again in term 3. Usual practice is for children to grow plants, harvest these and use in cooking and eat raw. The vegetable and herb garden however will be reconstructed during the POLA. Fruit trees will still be in place and children will begin growing plants indoors while the POLA project is in underway. The worm farm will remain in use during the POLA project. There are a number of small trees in the yard and a few plants and additional plants have been placed along the fence to provide a privacy screen over time and these will stay in the yards. Quiet areas indoors and outdoors are planned to support children to self-regulate and have a quiet time away from others if desired. A lot of sensory play takes place in different areas through exploration and adult provision of sensory experiences. Messy play in is encouraged. (3.2.2) The POLA plans provide for variable outdoors play which can be changed. Added to etc. and allows for a lot of child choice in a natural setting. The plans are reflective parents', children's, community, local school and staff perspectives since 2016. There will be sufficient equipment and materials to cater for all children outdoors and this is already the case indoors although as noted resources are interchangeable indoors and outdoors. The emergent planning process is based on children's interests, ideas etc. have taken place and staff perspective of what they need in their learning a range of challenges and experiences reflect individual children. What is set up is always flexible and fluid and capable of being changed as needed. In term 1 the outdoors environment included plants trees the vegetable and herb garden rocks mud, sand, water, logs, spools, balance logs, sticks, bark areas and stones. This will all form part of the new outdoors environment again. Outdoors and indoors have a holistic focus where literacy and numeracy and EYLF outcomes are all part of the natural play. Staff extend play and scaffold learning and thinking by providing additional resources as requested /needed by children. Parents are encouraged to be involved in the learning environment and have assisted with gardening at times. This will be a focus of the new outdoors areas also. Staff also ensure they are aware of what play children have at home outdoors and indoors as this supports them to ensure children have access to experiences they may not get at home and in the community. The parent information sheets upon enrolment and the enrolment forms assist with this information. Planning is based on the EYLF learning outcomes. (3.3.1. and 3.3.2). Each year NAWMA visits to inform children of the recycling process as each year the children are new to the centre. Staff support this learning on a day to day basis. Children are encouraged to place items in the correct bins, children learn what happens to rubbish and how we can reuse resources for different purposes. At times children watch the local garbage trucks and once per year a special rubbish truck visits to talk about what happens with waste and waste reduction. Lunch times provide informal ways to talk about recycling and waste. The service takes the view that this needs relearning each year as new children attend. The gardening consultant replenishes the worm farm and provides supplemented learning for children around the purpose of a worm farm. The centre's sustainability plan provides direction each year for staff and children. Current and past parents bring in recyclable materials for art and craft and this is discussed with children as part of recycling. The centre re-uses resources for children where possible such as reusing cardboard boxes from supplies brought to the centre for children's play, using all donations from families around recyclable materials in art and craft with children etc. The Occupational Therapist has runs a parent- child group demonstrating how natural materials and recycled materials can be used in play at home. Reusable containers are part of art and craft at times such as yoghurt containers used as paste pots. The children learn about the interdependence of between people, plants, animals and the earth through growing plants, through literacy experiences and through discussion at lunch and snack times about where food comes from. Visiting animals or living things as part of the curriculum also support this learning as children discover information about how non humans live on the earth. The centre's values of respect extends to children learning about respect for our natural environment, animals. gardens, waterways, equipment and people. Children are encouraged to save all water possible including water in the drinking cups. During outdoors play children have a limited amount of water during the day to support their play and manage this. Staff support sustainable practices through ensuring lights are off when rooms not in use, heating and cooling equipment is used only when necessary and through the use of two water tanks. Staff encourage parents to recycle items at the centre for use in art and craft. Parents are provided with information about sustainable practices and also around outdoors ideas for home from time to time and information is displayed in the centre. Growing plants with children is a regular part of the curriculum. Staff take time when children are new to talk about the safe and respectful use of equipment, resources and the environment and living things. Literacy experiences include discussion about environmental aspects such as gardening.

QUALITY AREA 3: THE PHYSICAL ENVIRONMENT

Standard/element 3.1.1/3.1.3	Outdoor and indoor spaces, building, furniture, equipment, facilities and resources are suitable for their purpose. Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use and interaction between indoors and outdoors spaces.
Identified issue 1	There will need to be a plan of action around adaptations to learning experiences, design of learning spaces and how to bring outdoors play indoors during the POLA project and how to use other services to support children's exploration.

Standard/element 3.3.1	Sustainable practices are embedded in service operations
Identified issue	With new children and staff attending each year there is a need to review the level of knowledge staff have about sustainable practices and support new children around knowledge and skills related to sustainable practice. Older occasional care children need more of a focus on sustainable practices in the curriculum. More information needs to be provided to families about sustainable practices that can support them at home.

IMPROVEMENT PLAN FOR QUALITY AREA 3

Standard/element	What outcome or goal do we seek?	Priority L/M/H	How will we get this outcome? (Steps)	Success measure	Timeline	Progress notes
3.1.1 /3.1.3	The plan of action around the POLA project provides a foundation for continued quality learning experiences and adaptations to the learning environment that maximise children's learning. Parents are familiar with POLA project, learning adaption environment adaption changes and safety requirements. See QA2	H	Change of routine with full time status of preschool and monitor daily. Develop plan to support children. Negotiate to use other outdoors areas in school/ community. Develop plan to bring outdoors activities indoors- growing indoors, gross motor play indoors etc. Daily reviews of and adaptations as	New temporary routine effective to promote children's safety and wellbeing and they are able to follow it. Changes to learning environment in T 2 allow for challenge, exploration, creativity, natural play etc. evidenced in documentation. By end of project children learn	Terms 1-3	T1 Plan around adaptations developed and distributed to staff. May staff comments added in and plan implemented in week 1. Daily reviews to manage further adaptations. Observations of children's engagement in week1 leading to further changes.

			<p>needed.</p> <p>Further changes in term 3 when project completed. Signage for temporary access/exit in different languages.</p> <p>Information to parents to keep them updated and opportunities to answer questions and obtain feedback.</p>	<p>the new routine and have a smooth transition to indoors outdoors free flowing exploratory play.</p>		
3.3.1	<p>All staff are have a clear understanding and are aware of a range of sustainable practices and use these in the centre. Parents are using more sustainable practices at home.</p>	M	<p>Staff professional development around sustainable practices and all it entails. NAWMA visit with children to discuss and model recycling and waste reduction. Embed recycling, waste reduction, the relationship between land, plants, animals and people into curriculum through literacy and practical action of growing the edible garden. Visit to a site with a high level knowledge of sustainability and sharing with staff. Introducing new children to worm farm and using literacy resources to support knowledge about this. Use of the gardening and sustainability resource consultant and her literacy books. Following progress of the POLA plan and ensuring any further ideas can be incorporated if possible. Contractors talking with children about the project periodically</p> <p>Ensuring consultation with new families re POLA project.</p> <p>OT sessions with parents includes sustainable practice session on using recyclable materials at home.</p> <p>Use of recycled water in all new gardens/ sand and mud areas.</p>	<p>All educators and other staff are aware of sustainable practices and support children (older OC and preschool) to embed this in their learning both at the centre and at home.</p> <p>Staff role model sound sustainable practices at the centre.</p>	Terms 2 -4	<p>Term 1 NAWMA visited and worked with children and staff embedded this learning in practice over term 1 and continuing. Small bins purchased for tables to children can observe what happens to their scraps and discuss. Director organised staff visit to a site to learn more about sustainable practices.</p>

QUALITY AREA 4: STAFFING ARRANGEMENTS

Summary of Strengths

(4.1/4.1.1.). The centre staff are employed through DECD. The HR department and varied administration systems are set up to support administration across the centre and finance support is available as needed. Throughout the department there are resource staff to support with administration, finance, performance issues, curriculum, Workplace Health and Safety, legal issues. Maintenance requirements etc. The Department Early Childhood Leader is a strong support for the centre particularly in relation to the National Quality Standard and DECD requirements but is available for any other issue as needed. The centre staff comprises of a director, regular teacher, contract or teacher, early childhood workers who include supporting children with additional needs, a community development coordinator, family services coordinator, occupational therapist, speech pathologist, admin /finance officer, maintenance person and cleaner. Several staff been at the centre for a number of years at the centre, some for over 5 years and most have worked at least from the beginning of 2016. Contract staff are renewed each term as per DECD policy and provide continuity for children and the centre. There are always sufficient staffing on site to support children and the centre funds additional staff regularly over and above DECD staffing allocations to support children's learning, safety and wellbeing. Continuity of staff is maintained as much as possible for educators so that for instance ECWs are used in both occasional care, in preschool and to support children with additional needs. This allows children to have access to the same staff during the week and supports their wellbeing and sense of belonging. Staff have non-contact time and time to attend staff meetings. In term 1 staff meetings are three weekly for long periods and from term 2 are weekly. Occasional care staff join staff meetings if they are not working elsewhere and have no other commitments on the day. A process is in place to ensure that those who cannot attend meetings can provide input and access staff meeting information. All non-educators attend meetings. Multi discipline meetings also take place regularly to support all areas of the centre such as connections with the community and parenting groups. There is a team approach to what parenting and other groups take place at the centre with parent and staff input, and staff develop proposals for ideas that are reviewed by staff. Staff take attendance records each morning (and afternoon if required) and document on a sheet. Pack away and set up are supervised and there are sufficient staff for this purpose. Staff monitor when other staff are needed in different areas and communicate as a team around this. Staff are allocated additional time to meet with families if needed, for parent/teacher informal interviews, case meetings and professional development and networking meetings as needed. There is a small list of relievers for ECW's and TRTS at the centre as consistency is considered important. If none of these are available there is a DECD list that is accessed. Staff communicate daily informally and at the end of the day through a formal documented review. All non-educators are part of this when possible Staff rosters are in place each term around staff hours of work and daily tasks although some tasks are team-focussed with many staff being responsible such as taking out/bringing in the bins. Staff records include qualifications, RAN training, Criminal History Screens, first aid qualifications, professional development certificates, teacher registration, contracts and performance development plans. These are kept confidential and staff can access their own records if requested and also keep a copy of their own records. Staff communication is through an on line calendar as of 2017 and minimal communication through a previous staff diary. One Note is also being used in 2017 to supplement communication. Staff trays also provided personal information and professional development information to staff. Sometimes specific curriculum information is developed for staff. Each staff member is provided a copy of minutes of meetings they are involved in and a copy of all meetings on site are in the meetings folder for staff to access. Parent newsletters are also available to staff and they have input from time to time on what is in the news. Staff are also regularly emailed information relevant to their work. There is an induction folder and staff are inducted gradually into the centre and are required to do an online induction process through DECD also. Photos of core staff are available upon entry to the centre. 4.2.1 All staff follow the Government Code of Conduct and AECA Code of Ethics and this is part of the induction process. There is an honest open relationship amongst staff enabling conversations to be discussed as needed should issues arise and a grievance procedure in place. Mutual respect being part of the centre values underlies all interpersonal issues if they arise. Staff find issues are normally managed informally as there is a good working relationship and professionalism in place. Copies of the National Quality Standard, National Regulations and Guide to the National Quality Standard, services policies and procedures and professional publications and the Educators Guide to the EYLF are available for staff. Staff are given a copy of the Early Years Learning Framework if needed, the AECA Code of Ethics and the centre philosophy. Role descriptions are in staff folders to view and staff use these when applying for positions. Teachers have a copy of the National Teacher Standards and these are used as part of their performance development process. There is always a teacher to replace the director when at meetings or off the floor so that when she is teaching the time is dedicated to children with total involvement in the learning program. Educators have designated roles at specific times of the day to best support children. There is an indoors and outdoors teacher on duty each day (excepting term 2 during the POLA project where there may be minimal outdoors play in the actual centre) so that children can play inside

or outside excepting at group snack and lunch times and other times when necessary for safety reasons. If for instance most children are outdoors and two children are indoors the staffing is sometimes changed so that children all play outdoors to ensure safety. At times the UV rating or inclement weather dictates an 'all in' or 'all out' approach. Educator talents and skills are promoted at the centre. The OT has presented to staff around his knowledge and skills on children's trauma, the teacher and CDC have used their artistic skills in displays and making decisions around the POLA project, one ECW has used her multicultural cooking skills with children and one ECW has used her maintenance skills in fixing and assembling furniture on site. In 2017 another ECW plans to use her cultural experience and knowledge to talk to staff about cultural competence. The regular staff meetings are an opportunity for collaboration and learning from one another and all opinions are valued from multiple perspectives from both educators and non-educators. New staff are mentored as needed by other more experienced staff. Staff meeting minutes and other minutes and daily reflections demonstrate much of the conversation and collaboration between staff. 4.2.3 All regular staff support new staff at some stage. New staff are encouraged to ask questions and learn from others as it is recognised that each site is different and there is much to learn. Regular staff also learn from new staff in terms of new ideas they bring. All staff are open to new possibilities from new staff, new professional development and ideas staff develop from readings and resources they find. Students that attend the centre have a specific induction and are supervised by a staff member on an ongoing basis. Staff communicate with the student's supervisor as needed. A centre decision was made at the end of 2016 to take the next students after the POLA project to minimise disruption for children and allow staff to focus on the large task of POLA project changes and adaptations to best support children and minimise change. Parent volunteers are welcome at the centre and parents are inducted as needed depending on the role they are playing. A parent cooking will be inducted in relation to health and hygiene practices. When staff have worked together on a project with children or families such as the POLA project there is documented evidence of the journey. Staff members' physical conditions, skills, abilities, family and cultural considerations are respected. This means for instance that when engaging in a risk assessment that may require a staff member to be physically active at some stage and run in an emergency, the staff members' physical skills are considered in terms of the most suitable person. Any staff members' personal temporary issues are considered and supported by other staff and staff members have shared the load with those needing support at times.

QUALITY AREA 4: STAFFING ARRANGEMENTS

Standard/element 4.1.1	Educators to child ratios and qualifications and qualifications are maintained at all times.
Identified issue 1	With the new POLA project and the decision to make the centre full time preschool new rosters and routines will be needed for staff.

Standard/element 4.2.2	Educators, coordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills to improve practice and relationships. .
Identified issues	Staff need to build capacity around cultural competence. New non educators and new staff need to build capacity around knowledge and use of the EYLF and NQS in their work and around centre processes and policies All staff need to learn more about the Literacy and Numeracy Indicators and how to implement this seamlessly into the learning program and connect with EYLF and natural authentic play. New teacher needs knowledge around the professional Teacher Standards and to be able to use these standards in workplace practice. New staff need ongoing orientation and induction program.

IMPROVEMENT PLAN FOR QUALITY AREA 4

Standard / element	What outcome or goal do we seek?	Priority L/M/H	How will we get this outcome? (Steps)	Success measure	Timeline	Progress notes
4.1.1.	New staff rosters and routines/tasks will be in place during the POLA project and reviewed after finalisation of project.	M	Staffing allocation sought from DECD and staffing roster developed from this with focus on continuity for current staff. Tasks for staff rearranged at staff meetings based on when staff now work.	Smooth transition for staff on rosters and tasks to maximise quality in the centre during POLA changes and beyond.	Terms 2-3	April: Director liaising with DECD re staffing. Staffing draft roster developed. Term 2 Week 1; review of tasks based on new roster as a team.
4.1.1.	Staff embed cultural competence principles into their work place practice.	M	Cultural competence PD each term organised through Red Cross One staff member involved in cultural competence PD with staff using her skills and knowledge as part of her Perf Development in term 2. Cultural competence forms part of the individual performance development of relevant staff members. Connecting with a range of cultural groups through the POLA project and ensuring cultural themes throughout POLA project. Purchase of cultural resources	Each staff member can demonstrate growth in relation to their own cultural competence learning and practice.	Term 1 - Term 4	Term 1: Red Cross cultural competence training for staff around refugees and asylum seekers.
4.1.1.	New staff use EYLF and NQS principles in their workplace practice at relevant levels. All educators implement the Literacy and Numeracy Indicators into their workplace practice in a holistic manner	H	Staff meeting PD Workshops around the L and N Indicators sourced and attended. Closure day – focus on literacy and numeracy during the year.			T 1. Two teachers attended Lit and Numeracy training and shared with staff and implemented aspects in curriculum. All staff offered PD on this area. L and NM Indicators included in term 2 Term overview.
4.1.1	New teachers are familiar with Professional Teacher standards in their work b	M	Teacher standards from part of orientation and induction and performance development for any new teachers working for lengthy period in the centre. Director support for regular teacher to transition from provisional teacher status through work around the Teacher Standards	All teachers use the Teacher Standards effectively in their work and have documented evidence of this.	Term 1-3	T 1. Director support for teacher who finalised provisional status documentation end of T 1.

4.1.1.	All new staff have engaged in an effective orientation and induction process and are familiar with all relevant policies and procedures and routines and their respective roles.	M	All new staff complete the DECD Induction form and previous staff review this as needed. All staff engage in the DECD Plink Code of Conduct online course. New teacher engages in Child Protection curriculum training. Current teachers engage in updated online training. Staff induction and student information is updated to reflect any curriculum, WHS or other changes – team approach and connect with other sites for information.	All staff articulate a sense of belonging at the centre and are familiar with their roles and responsibilities and DECD and other requirements.	Terms 1-4 2016	OT shared Marta Meo information with staff in T 1. Term 1 SP/OT support for staff on the floor around challenging children Terms 1 and 2: all established staff support for new FSC and OT Term 2 disc of OT self-regulation PD at staff meetings in T 3.
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QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN

Summary of Strengths

(5.1) A new child usually has two visits to the centre with a parent/carer prior to the start date and further visits are negotiated with the parent/carer as needed. This enables staff to get to know the child and parent/carer and ensures the child is familiar with the centre. Staff spend time with new children helping them settle into the centre and if they already know certain children will usually ensure they are put in a group with a familiar child. Children's voice is an important part of the planning for all children so their ideas, interests and background are considered and respected. Staff use an adaption and interest sheet each day to capture children's ideas and also have areas where children's questions are recorded. Children are supported through the Child Protection Curriculum to learn about respectful relationships and safe relationships. Staff use their small group planning to get to know children and all staff connect with all children at the centre to build positive relationships. Staff discuss children at staff meetings in terms of how to support their relationship building in play and with adults. Non educators such as the FSC support children and families around issues that inhibit relationship building, trauma backgrounds etc. Staff ensure a balance of joining in play, scaffolding play and observing play from a distance depending on the experience. Staff focus on supporting their learning through conversation with the child, discussion with other staff, offering additional or adapted resources, encouraging children's ideas, using other peers to join the play and many other ways. OC support babies and toddlers in distress when new to the centre and at other times and they communicate regularly with parents/carers if a child is continually distressed. Sometimes a gradual transition to OC is mutually agreed upon or a parent may stay for visits for longer than the usual two orientation visits. The FSC and CDC also supports families in this process and sometimes the OT and SP. Each staff member takes responsibility to ensure each child's needs are met on a regular basis and some staff offer one to one support for those with additional needs. Staff support these children also by sometimes discussing support for them with the wider group of children in a respectful way to encourage all children to demonstrate respect for others. Staff have a high priority on ensuring children have high emotional wellbeing and they developing trusting relationships with educators and other adults and that communication with children is positive and caring. 5.1.1 Staff are welcoming and friendly with all who visit the centre and parent surveys each year and parent-staff interviews demonstrate parents and children feel welcome at the centre. The relaxed routine that caters for children's needs and allows for long blocks of uninterrupted play supports children to feel comfortable at the centre and to build relationships. Mealtimes are not hurried and children can finish at their own pace and younger children are supported by adults in their feeding. Progressive morning snacks enable children to eat when they feel hungry. Children

communicate in different ways and staff get to know the children and respond to them based on this knowledge. Nappy changing and other personal care procedures are relaxed, positive and supportive with staff talking, laughing, providing positive verbal cues etc. esp. for younger children. Staff follow the same nappy change routine so that it is predictable for young children. For older children requiring a nappy change staff follow a positive approach that is sensitive to their age and support the child with self-help skills as appropriate. For infants and young children staff interact with them regularly, use verbal and non-verbal cues and physical affection is a normal part of the day. Staff also support younger children in their skills and knowledge depending on age and development. Staff ensure they talk with all children at their level, provide appropriate eye contact and provide regular authentic encouragement through the day or session. Evidence of children's feeling on confidence at the centre is in the number of children that regularly initiate conversations with staff. Children regularly also go and talk to staff in offices and talk about what they are doing or ask questions. All staff not on duty with children on a given day still interact with them when they in playrooms or outdoors with children. The statement of philosophy is consistent with ensuring staff have strong relationships with children. The small groups support children to maximise building relationships and much of the day play in preschool is in small groups. Staff acknowledge thought that many children may want to play alone at times and still support them to build relationships gradually. Staff connect with families when children are struggling to connect and build relationships so the family and centre work together to support the child. Preschool One Plans provide goals around building relationships depending on the child. The centre has a policy on 'Interactions with Children' that supports them to feel supported and nurtured. Staff believe that parents/guardians are the first educators of the children and their strong relationships are built with children through ensuring regular informal communication with parents/guardians/carers. This is done informally on a daily basis and evidence of this is parents talking regularly with staff and initiating conversations. Staff support children through the planned routines of the day and these are adapted as needed and reviewed termly. (5.1.2) Educators assist children throughout the day as needed, respond to their queries, questions and requests for support with a focus on children also developing self-help skills that are appropriate for the specific children. All staff engage with children to foster creative thinking, problem solving, independence, child voice and positive learning dispositions that are consistent with the EYLF and the focus on life-long learning. Staff include children in decisions about changes to the routines and ensure they are aware of any changes that need to be made such as an incursion. Staff use visual picture cues to support some children in their play and also as choice cards to support making positive choices. Staff model positive language and support children to reflect about their play, safety considerations, behaviour and learning. Staff observe children in play and use this observation to assess the level of involvement in children's play. Staff ask questions to encourage children to share stories and ideas and to extend their thinking and use literacy experiences to support children's ideas and creativity. All parts of the day are considered learning experiences including free play, routines such as toileting, transitions and hand and individually washing, arrival, departure and quiet times. A current staff member speaks several languages at the centre and supports children in their home languages. Staff also use family members who speak English and the home language to support children and parents and at times other community members that a parent is comfortable with support the family. There are a range of literacy experiences at the centre to support children to learn English as a second language and several small group times are planned for these children each week. Children with additional needs are included in all aspects of the curriculum and individually supported to meet their needs. In small group times they usually have their own group to ensure that they are successful in their learning but if a child chooses to stay with the other children they are able to do this within boundaries. Children who not wish to be part of group times engage in other activities. Staff work with the special educator in DECD support services to support the inclusion of children with additional needs. The DECD special educator spends time with staff providing ideas and observing children periodically when needed. From the time a child arrives at the centre for a session autonomy is encouraged with adult guidance provided as needed. There is a balance of child initiated and adult scaffolded activities as well as adult led actives at times. The staff plan learning experiences based on information observed, documented and discussed and based on child and parent voice and understanding of child development. They also engage in spontaneous experiences to support children based on what is happening at the time. A term overview is developed to support broad foundational learning in the 5 EYLF outcomes. Staff document children's learning in a range of ways and at times include interactions they have with the child to extend ideas, play, skills, dispositions and relationships.

(5.1.3) A sense of belonging for children, staff and families is an important part of the centre and is therefore a focus on 2017. Staff set up the environment at the beginning of the year to support children to become familiar with the centre and to provide some predictability in routines. Explanations and discussion at group times about safe and unsafe play

is part of the early days at the centre. At the end of term 1 staff review how children have settled. Into preschool. The information parents provide about their child drives the planning for learning so that children play with familiar activities where possible. A lot of focus is on introducing children to what is on offer at the centre and developing oral language skills so they can then be able to decide and share what they want to play with and learn at the centre over time. Staff members greet families each morning and ensure children are supported in play. At times designated staff are available to provide additional support to new children and families such as to support familiarisation with snack and lunch locations. Over time children are encouraged to manage their own routines. Children's work is displayed around the centre; children are encouraged for their efforts in play activities and in making choices that promote respectful and safe play. At times children are asked to share what they have done in play or about their holidays to help develop confidence in their efforts, support language and social skills and to help other children learn about different people, places and ideas. All staff interact positively with children at the centre and staff that have an allocated group of children will spend additional time with these children. Babies are separate from toddlers for most of the OC session for safety reasons. The decision to go full time in term 2 resulted in smaller numbers of children attending each day which in turn provides additional support for children and a quieter learning environment. Communication with families is regular and at times staff fill out a proforma to ensure they are being equitable in their time spent with children and families. Children are supported to develop relationships with adults at their pace and children are placed in groups at times based on the relationship with the educator. Children's art work and ideas and photos are displayed around the rooms and educators acknowledge special family events such as cultural events, birthdays, family holidays etc. Educators ensure the centre is set up before children arrive so they can spend time with children and there is room for child input regularly. Photos of children with their families are developed in the first part of the year so that children can look at these and connect home with preschool and so that children can talk about their home life with peers and educators. The staff in OC have developed strong relationships with children and families and evidence of this is in the parent surveys and in parents wanting to continue at the centre in preschool. Children's photos are placed in newsletters from time to time ensuring that all children with authorisation for public photos are featured at some stage. The floor book also features all children. Babies, toddlers and new preschool children are free to bring a comfort toy to preschool or OC as support. Initial information from families about children is valuable in helping staff support children in the early days in preschool and OC. Other agencies involved with children with additional needs are used as support mechanisms from the time there is contact with the centre about a child possibly starting at the centre. All these strategies form part of supporting children to develop a sense of belonging. Staff work as a team and draw off the skills and expertise of one another at meetings and on a daily basis. (5.2.1) Staff observe children's social interactions and discuss these at meetings and informally to support them to develop and maintain positive interactions with others. Strategies for supporting children who engage with others in a non-respectful manner are developed as needed and often documented in the learning program and in meeting notes. Staff may role model appropriate behaviour, use visuals, use explicit instruction, utilise different parts of the building for a child to self-regulate, use redirection, focus on the child engaging in positive behaviours or many other strategies. There is also room in the program for spontaneous strategies to be documented to support other staff. Children have input into the rules, relevant risk assessments and safety aspects of the centre. Family events and programs for families and regular encouragement for family involvement is a part of the centre. Staff use the knowledge about children in supporting scaffolding by asking questions and engaging others in the conversation and play. The focus in the centre is on 'we' and 'us' and a sense of community both at the centre and as part of the school community. Children who are ready to engage in play with others spend time with other children and gradually build friendships with support. Staff take note of children not coping in social play and discuss ways to support them and include them. Both educators and non-educators develop positive relationships with children. Staff acknowledge and each child is from a different background and therefore comes with their own personal culture and identity and this is respected. There are varied family structures in the centre and all are valued and learned about in cultural experiences. There is a regular Aboriginal focus in the curriculum to ensure children understand about Aboriginal heritage and out land and to support Aboriginal children at the centre. Aboriginal events are celebrated at the centre and with the school. Staff use information from the adaptations and interest sheet filled out daily by all staff to extend on children's shared interests. Children are encouraged to take on leadership roles which could include leading part of group time, taking a lead in play or creating lists for turn taking on swings. Open ended play experiences support social play, cooperation which in time leads to collaboration as the children develop greater social skills. For younger children and those with additional needs staff respect all children's choice around interactions with others including those who choose to play alone.

(5.2.2) The children are supported to explore different identities esp. through dramatic play. As part of the child protection curriculum children are encouraged to talk about feelings, fairness and unfairness and photos of people with different emotions are displayed around the room from time to time. A special end of day time is devoted to child protection learning and a term plan is developed. The use of the electronic whiteboard supports visual learners in this program. Educators support children to help resolve conflict and discuss outcomes of children's actions from both a positive approach in terms of when respectful and not respectful choices are made. One of the centre values is respect and this is a high priority at the centre. Choice cards and visuals are used effectively at times to support children who are engaged in behaviour that is not respectful or appropriate and at times when children need specific guidance around what activity to choose. Children are reminded to think about respectful behaviour and making choices that support the safety of themselves and others. Staff are proactive as much as possible to manage situations prior to inappropriate behaviour taking place and therefore look for cues and patterns. For example, staff may be aware that when two children play together that conflict may soon follow and will observe and intervene proactively prior to conflict taking place. Staff sometimes find quiet locations for children to calm down and self-regulate such as if there is a violent or bullying situation and a child needs one to one support. When necessary staff develop a 5 point plan around behaviour strategies to try and manage a child's behaviour prior to an incident. Small group times are used to support all children to develop social skills at their own level and ability. Staff seek support from other agencies to support children with additional needs and regularly communicate with parents/carers around issues or concerns. Sometimes specific agreed plans are in place for children with severe behavioural or social issues such as shorter times at preschool or OC to build success for the child. Over time staff become familiar with children's relationship preferences and also support them to extend their friendships. Staff speak with children about outcomes of actions, acknowledge emotions, support children to be assertive in expressing their rights and encouraging children to listen to one another and adults. (5.2.3) The centre follows the United Nations Convention on the Rights of the Child and this is displayed in the centre. Staff demonstrate respect for children in all circumstances and if a child is ill and needs to be away from other children a staff member will ensure the child's rights are respected. The centre's policy on guiding children's behaviour supports staff to effectively manage children's behaviour and support positive relationships. Sometimes the EGPS school connects with the centre by having children who had behaviour and social issues the previous year back to the preschool with a staff member as the child has developed a sense of belonging in preschool as a gradual transition to school. The One Plan is used as the means of planning and documenting children's behaviour plans when necessary. Parents are also consulted in relation to behaviour concerns and additional educators are employed through the preschool support program at times to support children. There is a high level of sensory play at the centre to support all children's self-regulation and the OT also supports this development in his work with children and families. All staff on site are reminded they can use the DECD counselling service if they have any stress in their work or personal life and this information is part of the induction process. The centre has access to DECD social workers on occasions in crisis situations.

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN

Standard/element 5.1.1.	Interactions with each child are warm and responsive and build trusting relationships.
Identified issue	As the parents and children are mostly new to the centre in 2017, due to the number of changes with the POLA project and going full time all children families and staff need to have a strong sense of belonging at the centre.

Standard/element 5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
Identified issue 1	With the POLA project and outdoor changes in 2017 staff need to explore pedagogical perspectives to support children in outdoors learning in play and how to support children in positive interactions and self-regulation in the new environment.
Identified issue 2	

IMPROVEMENT PLAN FOR QUALITY AREA 5

Standard / Element	What outcome or goal do we seek?	Priority L/M/H	How will we get this outcome? (Steps)	Success measure	Timeline	Progress notes
5.1.1	All children, staff and families develop a sense of belonging at the centre and in the school.	M	<p>An inquiry into how to promote a sense of belonging for staff, children and families. Parent events – parent input.</p> <p>Review of evaluations into parenting programs.</p> <p>Regular child staff and parent feedback about the two major changes in 2017.</p> <p>Parent surveys in tem 2 and term 4 which reflect child and parent voice.</p> <p>Exploring new ways to obtain parent and child input and ideas into the program and parent opinion about the centre.</p> <p>Engaging in the DECD psychological health survey with staff.</p> <p>Looking for ways parents can be involved in the centre</p> <p>Being part of the Night on the Green and other school events for children and families</p>	Data from parents staff and children demonstrates a sense of belonging within the centre. And school. Continued repeat enrolments from families.	Terms 1 - 3	Term 1: Staff reflection- what is a sense of belonging? Chart developed for display and parent input. Child questionnaires commenced. May: commenced child group gatherings for child input.

			<p>Conducting child questionnaires</p> <p>Am and Pm group gatherings to obtain children's opinions about the centre, learning environment and changes and their feelings about the centre.</p>			
5.2.1	<p>Educators have new learning to put into practice around how to effectively support children in learning and self-regulation in nature play in nature play.</p>	M	<p>Professional development around inquiry for educators</p> <p>Visits to sites that follow an inquiry process to planning.</p> <p>Staff professional development around self-regulation such as Learning 4 All training.</p> <p>Use of the OT in the centre to support staff in learning around self-regulation and outdoors play.</p> <p>Staff professional development around pedagogical practice in nature play.</p> <p>Staff members who attend PD to share learning with other staff members.</p>	<p>Educators are confident and skilled in using nature play areas to promote positive interactions, holistic learning through play and self-regulation for children.</p>	Terms 2-4	

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

Summary of Strengths

(6.1.1) There is an enrolment and orientation process at the centre. When families enquire about the centre they are invited to visit and talk with staff and observe what happens in the respective program they want their child involved in. Each year there are several group enrolment and orientation sessions for children and their families prior to children starting the following year. There is also opportunity for families to then meet with staff informally as they visit with their child. Children who are not familiar with the centre usually have at least two visits prior to starting at the centre for preschool and OC. Sometimes meetings are more formal with case workers and other agencies to offer support to a child with additional needs. All staff are able to support new families with information about the centre. Families are provided with key policy information on enrolment and then are made aware of what other policies they can access. If there are issues that arise during the year in a specific area the policy is provided for families. Families enquiring about the centre are provided with a Parent Information Booklet which includes photos and staff ensure there is someone to help a parent understand information if needed or that someone in their home language can assist. There is also an enrolment pack for families providing all information they need for enrolling a child. Any specific concerns about enrolling a child by families are addressed as soon as they arise. The centre also ensures families are aware of other services in the region to they are enrolling at the centre of choice. If a child therefore lives nearer to another preschool the staff will inform a parent of this so they can make an informed decision. Staff respect the fact that parents have varied reasons for enrolling in a centre and may live further away from the centre but have children at the EGPS school on site. Staff also assist families needing additional care at

another site such as child care. There is an enrolment policy and orientation procedures for children and parents/carers which includes providing time for staff to get to know children and spend time with parents ensuring all questions are answered and they are aware of what happens in the centre. Sometimes additional visits are negotiated before a child starts to help settle a child into the centre. Staff encourage families to talk about their home values and to put information on the child information sheet they complete prior to the child commencing. Staff assist parents filling out forms as needed. Parents are free to stay with their child as long as they need to in the early days and staff regularly contact families to let them know how a new child is settling in. Sometimes informal meetings are set up to talk with parents about a child's settling in process. The centre from term 2 2017 offers two and one half days of preschool and one session of OC. Sometimes different days or enrolment patterns are negotiated with the family to support the child in preschool. Staff utilise adults who speak a family's home language and bi lingual workers to support them in the settling n process. Family events such as BBQ's, the Night on the Green and parenting groups and invitations for parents to join children on incursions and excursions or be involved in the centre in some way such as Governing Council are also ways that support families to feel a sense of belonging in the centre. Staff regularly reassure and support children who are distressed when they are new. Sometimes a DECD referral is processed to obtain additional staff support for children who find it difficult to settled in preschool. Staff encourage children to greet others as they arrive, and say goodbye to parents/carers and at the end of the day. Informal communication each day is regular so that parents obtain support about how their child went during the day and staff ensure they talk to families promptly when there have been issues around settling in and other issues also. At the beginning of the year staff map the data from the child information sheets parents/ carers complete and use this and any other information available such as agency reports to inform planning until they get to know the children. Informal parent/staff interviews in term 2 provide an opportunity for detailed discussion with families about their child and these are repeated in term 4. The parent information booklet is reviewed annually and parents are asked if there is anything else they would like to see in it. (6.1.2) Parents who enrol children are encouraged to talk about their expectations of their child's learning when they start at the centre and then at parent-staff interviews. In the past these were parent-0teacher interviews but in 2017 will be involved other staff members. Parents are encouraged through newsletters, interviews and informally to provide ideas for the learning environment. The parent/carer opinion survey is used to assess parent satisfaction more formally with different areas of the centre as well as other feedback during the year. There is an option to do this verbally or with an interpreter or and parent interviews include someone who speaks a parent's language if they don't speak English, usually a family member. Extended family members are invited to family events and can attend parent-staff interviews. Children are also invited to interviews. Parents are provided with opportunities to talk about the annual self-review and any ideas they have through Governing Council, informally with staff and by processes put up by staff for parent input such as a policy review voting and comment system. (6.1.3) The entrance to the centre provides information about the centre, the philosophy, centre values, staffing and community and in 2017 with the POLA project staff ensure the new entrance provides the same information. Staff monitor how the new entrance will support families and make adjustments needed so that there is still a welcoming feel to the centre. Having several rooms to spread across means there is ample space to talk with families and settle children and to display curriculum information and children's displays and photos. Some key information is displayed in different languages. Parents are kept informed about National Quality Framework and the centre's progress toward the National Quality Standard and information about the NQS Standard is displayed through notice boards, sometimes in newsletters and discussed at orientation meetings with families. Policy reviews are displayed for families to comment on and staff personally invite families to contribute. A reviewed policy then goes to Governing Council for approval and parents are advised on noticeboards/in writing after they have had a chance to have input. Staff also talk with parents about policy changes and other changes (such as the decision to go full time) to seek any further advice prior to implementation. There are newsletters for parents at the centre and also centre news in the school newsletter each fortnight. At different times newsletters include general events and information, staffing, new Governing Council positions, important dates, curriculum updates, hygiene and safety information such as how to treat head lice, nutrition ideas and information on ideas to do at home with children. In 2017 the new website will also provide an opportunity to communicate about a child's learning through an online portal where each parent can log in and view learning information on their child. Parents are also free to view the children's learning journals at any time and make comments and children also can choose what will be part of a learning journal. Sometimes parents/children have brought things form home that they want to be part of the learning journal. Informal conversations are parents' preferred method of communication. Staff normally respond to parent requests or concerns on the spot and there are sufficient staff to both greet families and connect with children as they arrive. The parent grievance

procedure is displayed and parents are advised about DECD contacts for complaints. Parent participation is gathered through photos and at times parents are personally thanked in newsletters for specific contributions and support. Parents are encouraged to join the Governing Council at the centre and at present there are a few parents, a previous parent and several community members on the Council who help make decisions and represent the parent community. All parents and staff are welcome to attend Governing Council. In 2017 the CDC is also commencing a parent voice group that will comprise of parents from the EGPS school and the centre. Family events are also used as opportunities to obtain parent ideas. In 2016 the POLA project has provided parents and children in 2016 with many opportunities to be involved and share ideas about what will be developed in the new outdoors learning environment. This will continue in 2017 with new families.

(6.2) A Family Services Coordinator (FSC) and Community Development Coordinator (CDC) are employed to support families and the community in a range of ways and the Occupational Therapist (OT) and Speech Pathologist (SP) also work with families to build their capacity. Each staff member at the centre provides rich information about the families strengths, background, issues etc. and this is used to support children and families. All staff are involved in arrival and departure times to talk with families at times. All staff share information about the child's day in terms of what they observed, a success or achievement, a humorous story etc. from time to time so that parents obtain multiple perspectives and get to know each educator and other staff member. Non-educators provide rich information about families that supplement knowledge of the child and family and positively support educators. Parent requests or concerns are communicated to other staff by the person who was provided the information and are promptly supported. This may be as simple as a parent wanting a child's shoes to stay on during the day. Staff follow up with parents around any queries raised. Staff encourage families to inform them of any changes in family routine or events that could affect a child and staff members are sensitive to children with major changes such as new baby in the family ensuring the child is provided with additional care and support as needed. When a parent provides additional information about a child staff communicate this to one another and at times this is documented. 6.2.2 There is a community notice board for parents to view and staff encourage families to look at information on this. For centre parents and those in the community the CDC and FSC support them to access a range of community services and link them in with agencies to support needs. They also support parents in local preschools in the Elizabeth Partnership as needed as they do not have the same staffing resources as this centre. When there are staff vacancies in roles such as the FSC or CDC, the centre accesses staff from other Children's Centres if needed to help families to connect with community supports. The centre also has information on a range of parenting ideas and issues for parents at the centre and some of these are in multiple languages. The CDC keeps current contacts for local services and a growing list of agencies that can be of support to the centre or that the centre can support. AS a new agency or group contact the centre they are added to the list. There is room in the centre for parents to have a quiet place to go if they are distressed or need to talk with a staff member and the centre staff also utilise space in the school for this purpose. (6.3.1) The CDC, OT, SP and FSC proactively go into the community to connect with other agencies. This provides opportunities to support current families and invite new families to utilise the services at the centre. There is a strong focus on early intervention and providing parenting and child support as early as possible in a child's life and this is part of the Allied Health program in DECD Children's Centres. Referrals for children with additional needs are through DECD and follow a clear process. Staff use these meetings to discuss children who should be referred to DECD support services and discuss possible additional support mechanisms for the child and family. Family involvement is a high priority in the referral process and parents/carers give informed consent to the process. Centre referrals for children come from many sources such as Disability SA, Anglicare, Families SA, other health professionals etc. The FSC and CDC support families to make additional connections in the community and with agencies as needed. Parent/guardian consent is always obtained prior to any referrals in the community or DECD and also prior to the OT, SP or FSC working with a child. (6.3.2) Staff request information from other centres if a child is transitioning from another service such as child care. This information is used to find out about the child's learning journey and inform planning. If there are any issues raised about the child in terms of social skills, learning or behaviour etc. staff may request permission to talk with the other provider to discuss successful strategies etc. Prior to going to school the centre organises for parents/ carers with children with additional needs to be part of a case meeting with relevant stakeholders. Most children transition to the school on site and occasionally to another school or a special school option for those with high needs. The transition process with Elizabeth Grove Primary School takes place over term 4 but the involvement of the centre in activities with the school during the year such as assembly is considered part of the ongoing orientation process. School early years' staff on site visit the centre several times in term 4 to get to know the children in term 4 and there is a formal transition program for several weeks which is planned with school and

centre staff where children engage in a range of activities with the junior primary children and staff. It takes into account not just the orientation needs of children but pedagogical perspectives to ensure there is continuity of learning for children in the early days of visits to the school and starting school. In 2016 the school and centre staff spent time at several meetings sharing pedagogical perspectives and how to promote continuity of transitions for children. Other schools where children are transitioning to are encouraged to come and visit the centre and talk with staff to supplement the transition visits the children have at the school. If a child is absent for a week the centre phones the parent/carer as part of the centre's attendance process to see how they can be supported. Statements of learning and other documented learning is provided for staff at the school and offered to other schools with parent permission to ensure that school staff are families with the child's learning journey at preschool. All reports and information for children with additional needs are provided to the school a child is transitioning. If a child is absent without a reason for more than a week the centre normally phones the family and there are staff at the centre to offer support if there are family issues. Children are acknowledged and supported when they return after a long absence and monitored to ensure they are feeling comfortable to participate in the learning environment. At the end of the year there are opportunities for some children to attend the before and after school program at the school and centre staff help organise this. The CDC is involved in sporting groups with the preschool and school children and this also supports transitioning to the school. Specific plans are developed for children who are transitioning to school if they have additional needs and staff support the school with information that helps seek additional funding for the child at school. There are clear procedures followed around who collects a child and brings a child to the centre. Attendance sheets are completed daily by those bringing and collecting children where they are required to sign a child in and out of the centre. There are detailed risk assessments and information provided to families for all excursions and sometimes incursions depending on the nature of the incursion. Parent/guardian authorisation is required for all children leaving the services during a day for an excursion or visit to the school. One off excursions to a specific location are authorised by parents/guardians for each event and regular visits to the school are authorised once in a given year. For OC the same staff work constantly with children to maintain continuity of care. All three staff at present have a Diploma level qualification. Transitions between groups during the day are smooth and relaxed and times are not rigidly adhered to. 6.3.3 The sense of belonging is a high priority for staff and children are monitored to ensure they are happy and supported at the centre. Examples of children displaying confidence and feeling happy at the centre are discussed and documented. Any programs from other professionals are followed and staff consult with them when needed. Sometimes the environment or equipment needs adapting or equipment needs to be hired for a child and staff organise this with the relevant agency. Staff incorporate children's learning around those with a disability in multiple ways such as reading stories about people with varying disabilities, organising wheelchair sports at the centre each year and discussing disabilities as they arise. Staff ratios ensure that children with additional needs can fully access the learning environment and the new POLA project considered this as part of the plan. Staff are provided opportunities for additional training to assist them to work with children with additional needs. Prior to a child starting at the centre staff will discuss any plans needed to support a child with additional needs and monitor this. The centre's philosophy demonstrates an inclusive and respectful approach for all children. Staff regularly discuss children and information is documented at meetings. For children with additional needs specific strategies are discussed from time to time. Parents/carers are kept informed of any changes to a child's behaviour or wellbeing etc. usually verbally on the same day. (6.3.4) The service seeks to support children to strengthen their connection with their community by connecting with different groups such as emergency services, recycling groups and the local librarian and these groups visit the centre to talk with children and provide activities during the year. In 2017 the centre is involved in the Books in Homes program and the Let's Read program (Smith Family) which provides families with literacy experiences to support children. Each term children in preschool are presented with a book by the local librarian. The school principal on site and school staff visit the children from time to time and connect with them talking about the school. Families are encouraged to bring food from home for their children that is culturally appropriate and are encouraged to share some of their culture with the children such as cooking or music. The centre raises awareness of Aboriginal culture through active involvement in community events such as Reconciliation Week and NAIDOC Week and talks with children about other cultural celebrations including Ramadhan, Mother's and Father's Day, Chinese and Vietnamese New Year and Easter. Children's families are displayed in the centre and discussed as part of small groups and literacy experiences include many opportunities for children to talk about their home lives. The centre philosophy reflects valuing the prior knowledge, skills and experience that children bring to the centre. The centre is part of the DECD Elizabeth Partnership which consists of other preschools and

schools and another children’s centre. The partnership group works together to support children in the Elizabeth community and has been working on collective data processes to track and monitor children’s learning in literacy and numeracy across the region.

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

Standard/element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions
Identified issue	Although parents have opportunities to contribute to the learning environment and planning and to comment on learning journals very few ideas are received.

Standard/Element 6.1.3	Current information is available to families
Identified issue 1	More information could be provided to families for whom literacy is an issue or for whom English is not the first language.
Identified issue 2	The centre website needs to be updated

IMPROVEMENT PLAN FOR QUALITY AREA 6

Stand ard/ elem ent	What outcome or goal do we seek?	Priority L/M/H	How will we get this outcome? (Steps)	Success measure	Timeline	Progress notes
6.1.2	Parents contribute to decision making and children’s learning in a range of ways	M	New website – interactive Promote new site Facebook account Start Mini market with opportunities for parent input Develop new ways to obtain parent feedback such as a question a day /week for them to comment on. Obtaining targeted information on one topic at a time at family events Learning journals – encourage families to view regularly – display on table at times. Parent interviews in OC Development of a parent voice group between school and centre Promote governing council involvement with more families	Higher levels of parent input and ideas will be a regular part of the centre	Terms 2-4	May: Staff discussion about CDC starting a one question a day approach- planned.

6.1.3	All families have the opportunity for information in their home language	H	<p>Use of bi lingual worker, staff and family members who speak English as interpreters</p> <p>Has some information translated to other languages across the centre?</p> <p>Ensure more signage reflects relevant languages</p> <p>Source familiar words and greetings words in current family languages for display and use.</p> <p>Engage in activities with children around sharing their culture and practices and display.</p> <p>Seek ways for parent involvement for those for whom English is a second language such as interpreter assistance.</p> <p>Source information in different language for brochures</p> <p>Develop a family participation brochure of ways to be involved in other languages</p>	<p>There will be a two way exchange about the centre and each child with all families regardless of the levels of literacy or language spoken at home.</p> <p>Parent surveys will be accessible to all families in a form they can respond to.</p> <p>Evidence of parent satisfaction and perception received form more families in 2016.</p>	June- November 2015	<p>Term 1 ; Family members used to support families</p> <p>Term 2: Family members, bi lingual worker and school student doing placement used to support families.</p> <p>EYLF info in other languages displayed and rotated.</p> <p>School-site coffee event and new participation brochure used to gain ideas</p>
6.1.3	The centre website is updated and provides a range of information for families and the community and links to Facebook	H	<p>Examine other preschool and school websites for ideas.</p> <p>Meeting with IT consultant and planning of website</p> <p>Provide avenues for parents to connect with children’s learning on the new website through confidential log ins.</p> <p>Provide a range of information about the centre, the school and campus and community on the website</p> <p>Ensure families have access to curriculum information on the website. Upload regular information such as newsletters to the new website.</p>	<p>A new website is easily accessible, advertised operational and in use by families and community</p>	Term 1 – Term 4	<p>Term 1: Meeting with IT consultant and website begun. April- May: More information provided to consultant and several meetings.</p>

QUALITY AREA 7: LEADERSHIP AND SERVICE MANAGEMENT

Summary of Strengths

(7.1) The centre is governed by DECD and is supported by DECD in areas such as finance, IT, Human Resources, media, legal, curriculum and other areas. The centre has a leadership structure that includes educators and non-educators (director, teacher, OT, CDC, SP and FSC) and also connects with leadership at the school on site. The director and CDC attend school leadership meetings twice per term and the centre has multi-discipline meetings, staff meetings and team meetings. Staff have access to all meeting minutes. Although there are staff working as leaders in various areas the staff team work together and make collective decisions that affect them. Governing Council are involved in decision making and it includes parents, community and staff members. The council is guided by the centre’s constitution and meetings include information about health and safety, general decision making, curriculum reports from staff members, quality improvement, fund raising, maintenance and finance. All relevant people and visitors on site have current criminal history screens. The director oversees the day to day management of the centre and DECD is the body responsible for the centre. The director reports to

the Educational Leader in the local regional office and is supported by the Early Childhood Leader. The director manages the day to day operations of the centre and builds capacity of staff to take on various roles regularly. Meetings are organised by the director and by other staff as they wish to have additional meetings. There is an online calendar system which staff access to view meeting dates. The director builds the capacity of staff through encouraging active involvement at meetings and by some staff leading different parts of meetings from time to time and taking minutes. Professional conversations are part of everyday practice, meetings, reflections and closure days. There is a high level of continuity of educators at the centre and a positive open work culture with low absentee rates. There is a strong centre focus on leading staff to improve in teaching pedagogy and processes to support children's learning through critical reflection and review, ensuring there is adequate regular time to discuss and reflect daily. All staff attend staff meetings regardless of the program they are involved unless circumstances do not permit in which case they have opportunity for input and to review meeting notes and discuss meeting outcomes. Staffing structures are reviewed as needed such as with the centre increase of enrolments to full time and when there are more complex need at the centre. The daily and weekly reflections and discussions demonstrate the staff commitment to continual improvement. (7.1.1) The centre has a policy on governance and management. All children's records are kept confidential and locked away and the director keeps information on child protection matters. Learning journals in open areas provide only general learning information on children. Staff keep medical records in a nearby locked location for easy access in emergencies. Governing Council minutes are displayed for parents to view and are placed in a Governing Council minutes' folder and provided for the annual audit. The centre displays required National Regulations information for families and additional information about the National Framework and Standard. Minutes from Governing Council are displayed and placed in the newsletter after the Annual General Meeting (AGM). The AGM is a traditional positive family event through combining it with a centre-school family event to maximise participation.

(7.1.2) The centre has an induction procedure for new staff, contractors and visitors. There is an initial orientation and a longer term induction of staff members at the centre with input by all staff into the centre philosophy when it is reviewed annually. There is a centre induction folder and an online DECD induction staff complete to ensure familiarity with DECD policies. Staff members are provided with a staff handbook which is reviewed annually in consultation with staff or earlier if necessary. Contractors are inducted into the centre by following a clear induction process once per year which is documented and staff from agencies etc. working with family groups are inducted prior to starting at the centre. Educators are aware of where to access information about the National Quality Standard and National Regulations and there are copies for staff to view. All staff engage in a DECD online Code of Conduct Course and all staff are familiar with the centre's philosophy, the NQS and NQF. All non-educators are expected to be familiar with the NQS and EYLF as part of an ongoing induction and to be part of annual reviews if the work on these days. Staff closure days and staff meetings are also used for induction learning at times. Relief are provided with a small induction prior to working with children to cover all emergency information and relevant information about the children and more detailed information depending on their role and days of work. New staff are encouraged to visit the campus and the centre hosts social campus events from time to time to support centre staff to get to know others on campus and find out about their roles. (7.1.3) The stable staff team at the centre supports the positive work culture. The director has been at the centre 5 years, the teacher in her third year, the CDC has worked across the campus for many years and most ECW's are at least in their second year. Staff have the opportunity to have an exit interview when they leave the centre and fill out an exit form and feedback is positive but suggestions are taken on board. Performance development meetings occur at least once per year for some staff and twice per year for other staff. Informal meetings occur as staff want these and as needed. Allied health staff also meet with their clinical supervisors. Staff set goals in relation to their performance, skills and abilities and career goals where applicable and the director has input into these goals and provides feedback to support staff. This is a supportive process to focus on ongoing personal improvement. Individual meetings, many informal meetings, emails between staff and regular staff scheduled meetings also support staff in their work performance with some informal feedback to staff members given from time to time. Rosters are set to ensure continuity of educators as much as possible usually in week 1 of each term and regular relief teachers takes up most teacher relief work. Part time early childhood workers at the centre provide the opportunity for some continuity of care if a staff member is sick and relief ECW's are rarely needed. When appointing staff to positions the director liaises with DECD HR as needed and seeks advice. Staff rosters and routines support children's continuity of care and days offered also support children to be with the same children in each session although individual parent needs are considered and catered for. (7.1.4) The director and teacher lead the development of the curriculum taking on different parts of this role with whole staff input. They lead the provision of information to families through newsletters and displays and in parent-staff

interviews. The OC staff provide information verbally to parents in this program. The curriculum is displayed for families and as of term 2 2017 provided to families. From time to time staff discuss new ideas or readings or professional development they have attended. As of term 2 2017 staff plan weekly The director provides a structure through regular meetings and the development of processes with educators to ensure there are clear expectations around teaching and learning and following the cycle of planning. There are opportunities for regular reflection and review so that all staff have input into the emergent curriculum and review children's learning, strategies, the learning environment and pedagogical practice. The nominated supervisor and educational leaders are displayed each day and the staff member temporarily in charge is required to sign in the staff sign on book that this role is being undertaken. Induction for visitors includes information on the person in charge on a day. The director reviews snapshots of staff work periodically to support ongoing planning and review. This includes documentation on learning, small group times and reflections. (7.1.5) All staff members working with children and visitors who attend the centre regularly have the required criminal history screen and a record of this is kept on site and being part of DECD means any existing health or other issues are managed by DECD HR prior to a person starting work at the centre. Contractors' criminal history screen is managed through Spotless maintenance services through DECD.

(7.2) The director takes a lead role in staff members' engagement in staff meetings, closure days, informal meetings, campus meetings and these provide regular reflection times provide the opportunity for shared understandings to be discussed. In the performance development meetings with educators, part of the process is discussing the extent to which a person meets or exceeds the standard in their specific work at times. The performance development process for educators is specifically linked to their work around the EYLF and NQS. Other staff such as the CDC, FSC, OT and SP are inducted around the NQS over time. The process of continuous improvement is evident through discussion and documentation in staff meetings, changes to documentation to educational and other proformas from time to time based on a decision to improve practice, looking at multiple perspectives and through daily reflection and review. The staff consider this a journey of continual improvement. The statement of philosophy and values are displayed prominently reviewed annually by staff and families and focusses on beliefs and practices that are consistent with the centre and community context, EYLF and NQS and multiple perspectives from staff and families. Staff personally encourage families to comment and provide ideas. The Governing Council then discuss this review prior to any changes. The school values are also considered when the philosophy and values are reviewed to ensure consistency. The centre has very few complaints but with as they occur may seek DECD advice to ensure correct protocols are followed. If necessary, centre processes are reviewed when complaints take place to ensure any necessary improvements are made. The parent opinion survey provides an additional medium for family feedback and at times visitors are randomly asked by the director about their perspective on feeling welcomed, their opinion on the centre environment and whether they were greeted promptly etc. (7.2.2) Performance development planning focusses on authentic practice and is not centre on additional work. If there are issues with a staff member's performance they are managed in consultation with the DECD performance and incapacity unit and the Educational Leader and Early Childhood Leader for the DECD Elizabeth Partnership if necessary. All staff are provided with information on accessing the DECD counselling service. The educational leader also has access to a Manager Assist program under this counselling service to support issues in dealing with work related issues. Flexibility around family issues and work is possible at times in work rosters provided the quality of care and work is maintained and in considering other work related issues. DECD sets position descriptions which are provided as part of the job applications. These along with other requirements such as the National Teacher Standards EYLF and NQS are used in the Performance Development process. Staff members are asked for feedback about the levels of support in their role at performance meetings and also through the psychological health survey. Staff members are provided with information about a range of professional development opportunities relevant to individual staff members and at times the centre funds these. There is a DECD policy in place around home visits and the FSC sometimes engages in home visits to support families. (7.2.3) Centre assessment is part of the ongoing reflection cycle and there is an end of year review against the 7 NQS areas and includes data collected on parent and staff perspective, evidence of children's learning, curriculum plans and reviews and parent involvement. Parents are also encouraged to have input. If there are a significant number of new staff at the beginning of a year time is taken to obtain feedback from staff and inform them of the outcomes of the previous review or do a mini review of the centre to include all staff members' perspectives. The Quality Improvement Plan is an ongoing document that is only redone fully when there are major changes and otherwise is simply added to and changed as priorities are achieved and new priorities emerge. The director refers educators to the Early Years Framework in their work as this guides curriculum and practice and is used as part of the assessment of information on children's documentation for learning. The focus on documentation and planning is around quality, pedagogical appropriateness, a child centred

approach, meaningful data that informs learning and learning outcomes. This information at the centre connects with the daily reflection and documentation and is an ongoing focus for development. 7.3.1 Enrolment records, medical records, incident and injury and illness records are in place and staff is aware of how to access these. The QIP has just been revised after consultation. The archiving system is extensive and accurate and the finance officer has extensive knowledge of this process. Staff are aware of who the nominated supervisor is each day and processes followed and contractors are also aware of this. Meeting minutes are available for all staff to view and provide a record of main points at most meeting. Information required is put on IRMS is done so as soon as possible. 7.3.2 The director as the site leader communicates with DECD HR in relation to all necessary HR matters and with other sections of DECD if there are HR performance issues. The site leader is part of panels to employ staff on site in most cases and also put up positions on the DECD system for regular casual staff. The director oversees the finance and admin officer and in 2016 commenced a formal accountancy degree as part of her performance development process to build her capacity in this area. The director and finance officer generate the draft budget after the director consults with staff and this is then reviewed and approval by the Governing Council. The director ensures staff have a say in financial decisions that affect them such as purchase of children's learning resources. The director and other staff use the varied administrative systems provided by DECD to support relevant work. There are multiple means of communicating with staff internally such as the staff calendar, diary, emails to groups, One Note (started in 2017 and trialled at present), notice boards, staff information trays, meetings and informal communication. 7.3.3 Changes to the centre are communicated with DECD such as changing top full time and DECD then informs the Regulatory Authority. The centres archiving system is well developed and kept up to date by the admin officer who sought extensive information from DECD about the correct processes when this process began several years ago. Archived information is kept in an approved secure location on site for required time periods and then approval is sought from DECD prior to the time a record can be disposed of.

QUALITY AREA 7: LEADERSHIP AND SERVICE MANAGEMENT

Standard/element 7.1.2	The induction of educators, coordinators and staff members is comprehensive
Identified issue	Although here is an induction and ongoing orientation process for new staff and an orientation for relief staff, the induction processes for individuals needs to be more thoroughly documented
Identified issue 2	There needs to be a greater focus on ensuring the statement of philosophy is part of non- educators' work. Although it is part of the parent handbook and displayed and discussed for review there needs to be more parent awareness of the philosophy.
Standard/element 7.2.3	An effective self-assessment and quality improvement process is in place.
Identified issue	A range of data collected is used in the self-review. However there needs to be more external data used such as school and community AEDC data and more data developed such as information about outcomes on family events.

IMPROVEMENT PLAN FOR QUALITY AREA 7

Standard / element	What outcome or goal do we seek?	Priority L/M/H	How will we get this outcome? (Steps)	Success measure	Timeline	Progress notes
7.1.2	A comprehensive orientation and ongoing induction process is in place for all staff including regular relief staff.	M	Developing documentation that demonstrates what induction processes new staff member has engaged in to supplement current information. Develop a relief staff induction kit. All relief staff are part of the daily reflection and review process and document information about children's learning. More relief staff will be required to support the planning process around children's learning. A timeline process will be developed for new staff orientation	There is a record of all induction processes for individual staff Regular relief staff demonstrate verbally and through practice familiarity with centre, curriculum development and sound pedagogy, DECD and other requirements and will document information on children's learning. New staff will be part of a more sequential approach to induction	Term 2-4	
7.2	All staff are able to articulate and demonstrate how the site philosophy underpins daily practice in their work regardless of role. Parents are familiar with the centre's philosophy from enrolment and throughout the time at the centre.		The site's statement of philosophy will be part of communication at MD meetings and as part of performance development meetings also for non-educators. The site philosophy is consistently discussed at parent orientation sessions and broken down in newsletters to view different parts of it. Put information about the centre philosophy in the parent survey to assess knowledge and familiarity of it. Provide interpreters for families who do not speak English to ensure their understanding of the philosophy.	Documented evidence of MD staff awareness of the philosophy and they are able to articulate how it relates to their work. Parents demonstrate familiarity with the philosophy evidenced through parent interviews, informally and in the parent survey.	Terms 2-4	May; Staff meeting informal discussion re philosophy.
7.2.3	A range of demographic, perception, learning and other data is used as part of the site review process.	M	Develop processes to collect data on the effectiveness of parenting/family groups organised by the centre and analyse this data to inform practice. Gather information from families about what they would like to have on campus to support them- new parent voice group.	A range of data is available to assess the service in different areas, including triangulated data and evidence of whole site data analysis is clear.	June-December	Term 2: CDC connections to learn about population data June: Centre requested EGPS AEDI data

			<p>Familiarise new staff with local and school AEDC data to inform practice.</p> <p>Develop some perception data from a range of sources as part of the annual review and ongoing reflection and review.</p> <p>Gather census and population data to assist in developing a profile in the Elizabeth region.</p>	<p>The annual review will include a range of data to inform the improvement process.</p>		
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